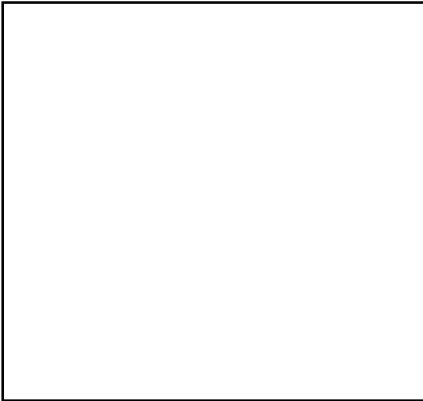


From the Chairman's Desk



The unprecedented economic development coupled with the growth of Information and Communication Technology (ICT) has placed the human resource development programmes of the developing countries at the centre stage of their developmental agenda. No country in the world can survive with dignity unless its population at large possesses certain essential survival skills and a minimum level of knowledge in various fields. In the context of Human Resource Development through Education, the developing countries of the world have been endeavouring to meet (i) the challenge of numbers, (ii) the challenge of credibility, and (iii) the challenge of quality. The World Education Forums have laid emphasis on Education For All (EFA). At the dawn of twenty first-century the developmental agenda encompasses not only “Education for All” (EFA) at Elementary stage but also the Universalisation of Secondary Education (USE).

The challenge of “reaching the unreached” can be met if the national governments provide for flexible and viable system of open learning along with the formal schooling programme. The increasing use of Information and Communication Technology (ICT) will enable the developing countries to meet the challenge of educating the increasing number of prospective learners. The 21st Century has started posing new challenges, the responses to which need to be provided through multi-model schooling system, adopting multi-media approach including open learning, distance education, ICT based learning programmes, contact classes, peer learning and self study and, more importantly, learning of requisite skills.

In recent times some significant initiatives have been taken by India to widen access to School Education and enhance participation of learners in the educational process adopting Open and Distance Learning ODL modes of delivery.

The National Open School (NOS) was set up by the Government of India, Ministry of Human Resource Development (MHRD) in 1989 with a view to provide education through ODL mode to those who cannot attend regular schools. Since its inception, the NOS discharged the responsibility to promote the entire range of school education through open learning system in the country. It performed a significant role for defining standards in open schooling, experimenting with innovations, assisting State level organisations with professional resource support and expertise, and dissemination of tested innovations, curriculum and materials. In July 2002, the National Open School (NOS) was re-christened as the **National Institute of Open Schooling (NIOS)**.

For programme delivery, NIOS had adopted multi-media approach. The Self Learning Materials are provided to all enrolled students in printed form. The NIOS books of Secondary stage have been put on the Internet. CDs of NIOS books are available at a price. The Audio Cassettes of NIOS are particularly useful for blind students. The Media programmes of NIOS are telecast and broadcast regularly every month. The audio and video cassettes are made available to the Study Centres of NIOS. These can be accessed through TV, VCR and Audio Cassette Recorder. NIOS learners are allowed to take these cassettes on loan for a week from their Study Centres. Thus, it may be stated that **a comprehensive learner friendly programme delivery approach has been adopted by NIOS.**

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In NIOS, **two examinations** are held **every year. Credits** secured by the student in examination are **accumulated.** These flexibilities provided by NIOS in its scheme of examinations remove the stress and strain of examinations that are faced by the students of formal system of schooling. During the period from 1991 to 2004, NIOS certified 5,70,337 students at Secondary stage and 3,34,781 students at Senior Secondary stage. During the period from 1993 to 2004, NIOS certified 52761 students in different Vocational Education Courses. The total number of learners certified under Open Basic Education programme is 63,818.

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To facilitate cooperation and interaction among NIOS and **State Open Schools** and other concerned agencies for expansion of activities pertaining to Open Learning system, a **National Consortium for Open Schooling (NCOS)** has already been established the **Secretariat** of NCOS is located in NIOS. It provides a forum for discussion on matters related to promotion of Open Schooling in India.

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The Open Schooling system in India, which is at a take-off stage, has to have a great leap forward to meet the challenge of making the nation a learning society in a reasonable period of time. Keeping this in view, the **NIOS has prepared a Vision Document**. It provides a framework giving direction in which research, development, training, programme delivery, networking, extension and other programmes of NIOS should be conducted in order to best serve the object of implementing and promoting the open schooling programme in the country. According to the Vision Document:

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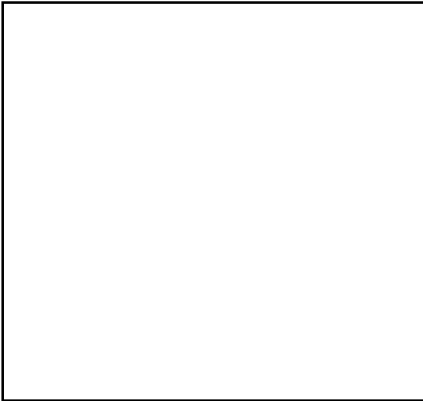
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(M.C. Pant)
Chairman, NIOS

CONTENTS

1.	Introduction	1
2.	Overview	13
3.	Courses of Study	23
4.	Life Enrichment Programmes	46
5.	Special Programmes	48
6.	Student Support Services	54
7.	Networking	72
8.	International Relations	87
9.	Information and Communication Technology	105
10.	Library, Documentation and Information Services	109
11.	Human Resource Development	112
12.	Research Studies and Surveys	115
13.	Measurement and Evaluation	119
14.	Promoting Use of Hindi	127
15.	Administration and Accounts	131
	Appendix-A : List of Members of the General Body of the National Open School Society	144
	Appendix-B : List of Members of the Executive Board of the National Open School Society	147
	Appendix-C : List of Members of the Finance Committee of the National Open School Society	149
	Appendix-D : Sanctioned Staff Strength of the NIOS	150
	Appendix E : Constitution of the Programmes Processing Committees of NIOS	151

From the Chairman's Desk



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1. Introduction

The National Institute of Open Schooling (NIOS), formerly known as the National Open School (NOS), was established by the Department of Education, Ministry of Human Resource Development, Government of India, in November, 1989 as an autonomous organisation (in pursuance of the National Policy on Education, 1986) and registered under the Societies Registration Act of 1860.

NIOS occupies an important place in the national system of education and it has its own distinct character.

The main objectives of the NIOS are :

- to provide opportunities for continuing and developmental education at the school stage;
- to provide consultancy services to the Government of India and States;
- to serve as an agency for effective dissemination of information related to distance education and open learning;
- to identify and promote standards of learning in distance education system and state open schools; and
- to exercise normative and coordinating functions while promoting standards in distance and open learning system in the country.

In order to fulfil its mission of (i) universalising education, (ii) enhancing social equity and justice, and (iii) creating a learning society, the NIOS has been endeavouring for education of the marginalised groups, namely, rural youth, girls and women, scheduled castes, scheduled tribes, handicapped and ex-servicemen, among others.

NIOS was vested, in October 1990, with the authority to examine and certify students registered with it up to pre-degree level courses. The NIOS conducted its first Secondary and Senior Secondary Examinations in January, 1991. Certificates issued by NIOS are recognized by the Association of Indian Universities, the University Grants Commission (UGC), several Universities and Institutes of Higher Learning, several Boards of Education, the Ministry of Human Resource Development (MHRD) and the Ministry of Labour and Employment.

NIOS offers academic, vocational and life-enrichment courses. The academic courses offered include Open Basic Education (OBE), Secondary and Senior Secondary Courses. NIOS is developing course materials for the Open Basic Education at A, B and C levels that are equivalent to classes III, V and VIII respectively. As regards, academic courses, students are given freedom to select subjects according to their needs, interests and abilities. Students are also encouraged to choose vocational subjects, which is something unique recognizing the value of work and skills at par with knowledge.

The NIOS network of study centres consists of accredited institutions (AIs) for academic courses and Accredited Vocational Institutions (AVIs) for vocational education courses. Several Special Accredited Institutions for the Education of the Disadvantaged (SAIED) have been recognised as study centres of NIOS to meet the educational needs of the differently abled and other disadvantaged children. The accredited institutions of NIOS are located in various States of the country. At the close of the twentieth century, the NIOS took a major initiative of launching the Open Basic Education (OBE) programme in partnership with dedicated and experienced NGOs and Zila Saksharta Samities (ZSSs). This programme is meant for children below 14 years and adults above 14 years with separate focus. Starting of Open Basic education programme completes the chain of Open Schooling system from primary to pre-degree level.

1.1 Management and Organisational Structure

The policy perspective for the National Institute of Open Schooling is provided by the General Body of the organisation. The execution and monitoring of programmes is overviewed by the Executive Board of the Organisation. The constitution, roles and functions of the apex bodies of NIOS are as follows:

The authorities specified for the management of the National Open School Society are (i) the General Body; (ii) the Executive Board, and (iii) the Finance Committee.

◆ General Body of the NOS Society

This apex body, vested with it the responsibility to assist the society by providing sound and professional advice and counsel, generates a vision and gives broad policy directions. It ensures that the Organisation remains publicly accountable, exercising its powers and functions in consonance with the mission and objectives of the Society. The Union Minister for Human Resource Development is the President of the Society who chairs the General Body meetings. In his absence, the Minister of State of HRD, who is the Vice President of

the society, chairs the General Body meetings. The Secretary of the National Institute of Open Schooling is the ex-officio member Secretary of the General Body of the Society.

A list of members of the General body as on 31st March 2006 is given in **Appendix-A**.

- **Executive Board of the NOS Society**

In general, the Executive Board has been vested with all the powers of the Society to manage its affairs enabling it to function smoothly and effectively. Specifically the Executive Board does forward planning for preparation of policies and programme of action, takes appropriate decisions to ensure effective implementation of the programmes and exercises review function. The Chairman NIOS, is the Chairman of the Executive Board of NIOS and the Secretary NIOS is its Member Secretary.

Other members of the Executive Board include the Heads of the Departments of NIOS; nominees of the Department of Education, Ministry of Human Resource Development and its Finance Division; and one specialist from each of the following areas:

- Distance Education
- Developmental Education
- Industry
- Media
- Technology
- Vocational/Technical Education

The Executive Board was reconstituted in February, 2004 by the Ministry of Human Resource Development (Department of Education). A list of members of the Executive Board, as on 31st March, 2006, is given in **Appendix – B**.

- **Finance Committee**

The Finance Committee of the NIOS scrutinizes the accounts and budget estimates and makes recommendations on proposals for new financial outlays and other financial matters. The Chairman, NIOS is the Chairperson of the Finance Committee. The Secretary, NIOS is the Member Secretary of the Committee.

The Finance Committee is composed of the Heads of the Departments of NIOS, nominees of the Department of Education and its integrated Finance Division and financial and management experts.

A list of members of the Finance Committee as on 31st March, 2006, is given in **Appendix-C**.

- **Organizational Structure**

The Chairman of the National Institute of Open Schooling appointed by the Government of India is the Chief Executive of the Organisation. He is assisted by Five Heads of Departments, namely, Director (Vocational Education), Director (Academic), Director (Student Support Services), Director (Evaluation) and Secretary, NIOS. The organisational structure of NIOS is depicted on page 5.

A Statement showing the category-wise sanctioned staff strength of the NIOS as on 31.03.06 is given in **Appendix-D**.

1.2 Meetings of General Body, Executive Board and Finance Committee held during the year 2005-06.

(a) General Body

The 12th Meeting of General Body of NIOS was held on 25th October 2005.

(b) Executive Board

The 37th meeting of Executive Board was held on 16th May 2005

The 38th meeting of EB was held through circulation

The 39th meeting of the Executive Board was held on 21st October 2005

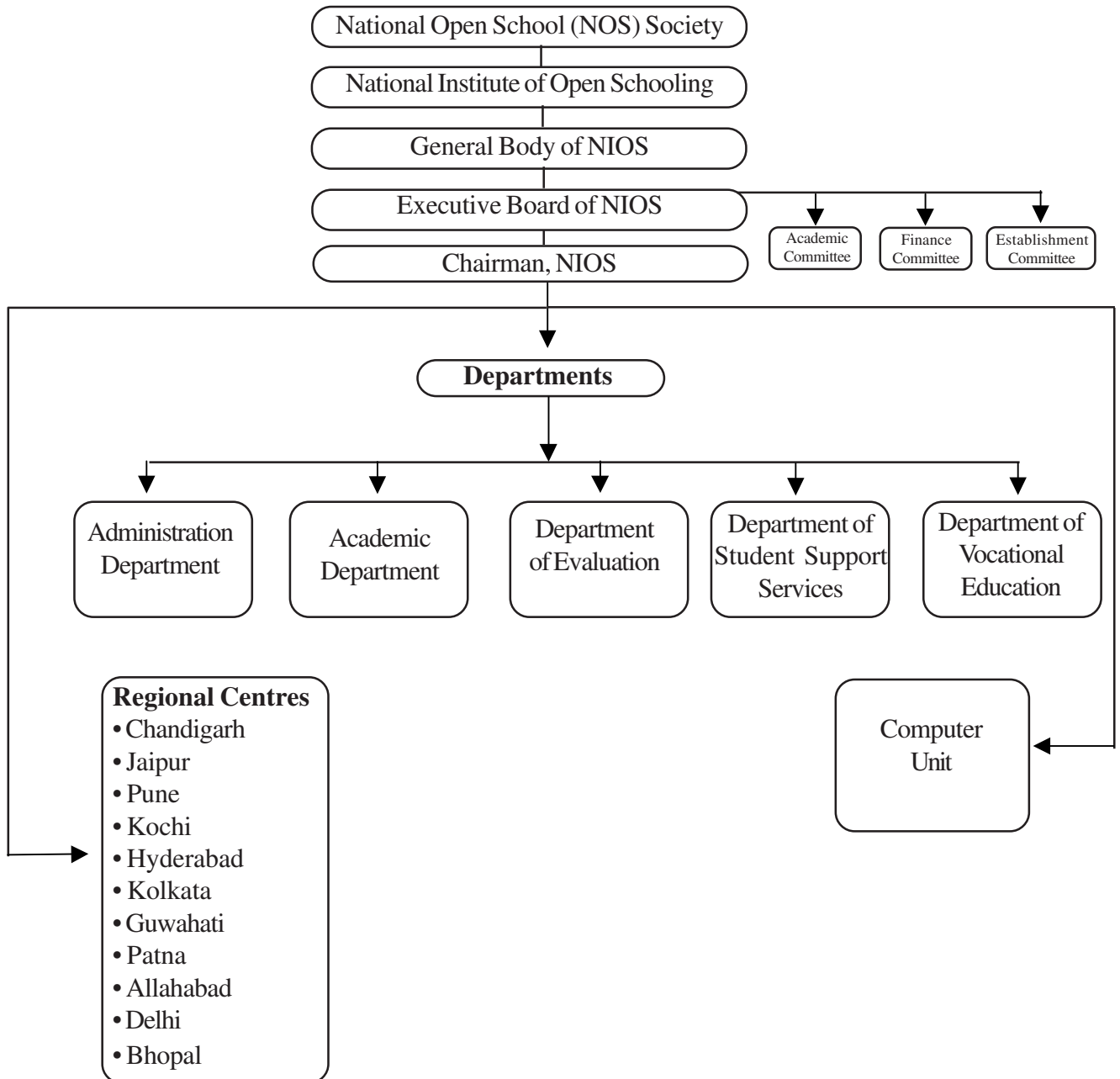
(c) Finance Committee

The 25th meeting of Finance Committee was held on 10th October 2005.

- **Regional Centres of NIOS**

For effective implementation of the NIOS programmes throughout the country, Eleven Regional Centres have been established at Kolkata, Pune, Hyderabad, Guwahati, Kochi, Chandigarh, Allahabad, Patna, Jaipur, Bhopal and Delhi.

Organisational Structure of National Institute of Open Schooling



ORGANISATIONAL SET UP OF NIOS

Chairman

Chairman's Secretariat

**Administration Department
(Secretary)**

**Academic Department
(Director)**

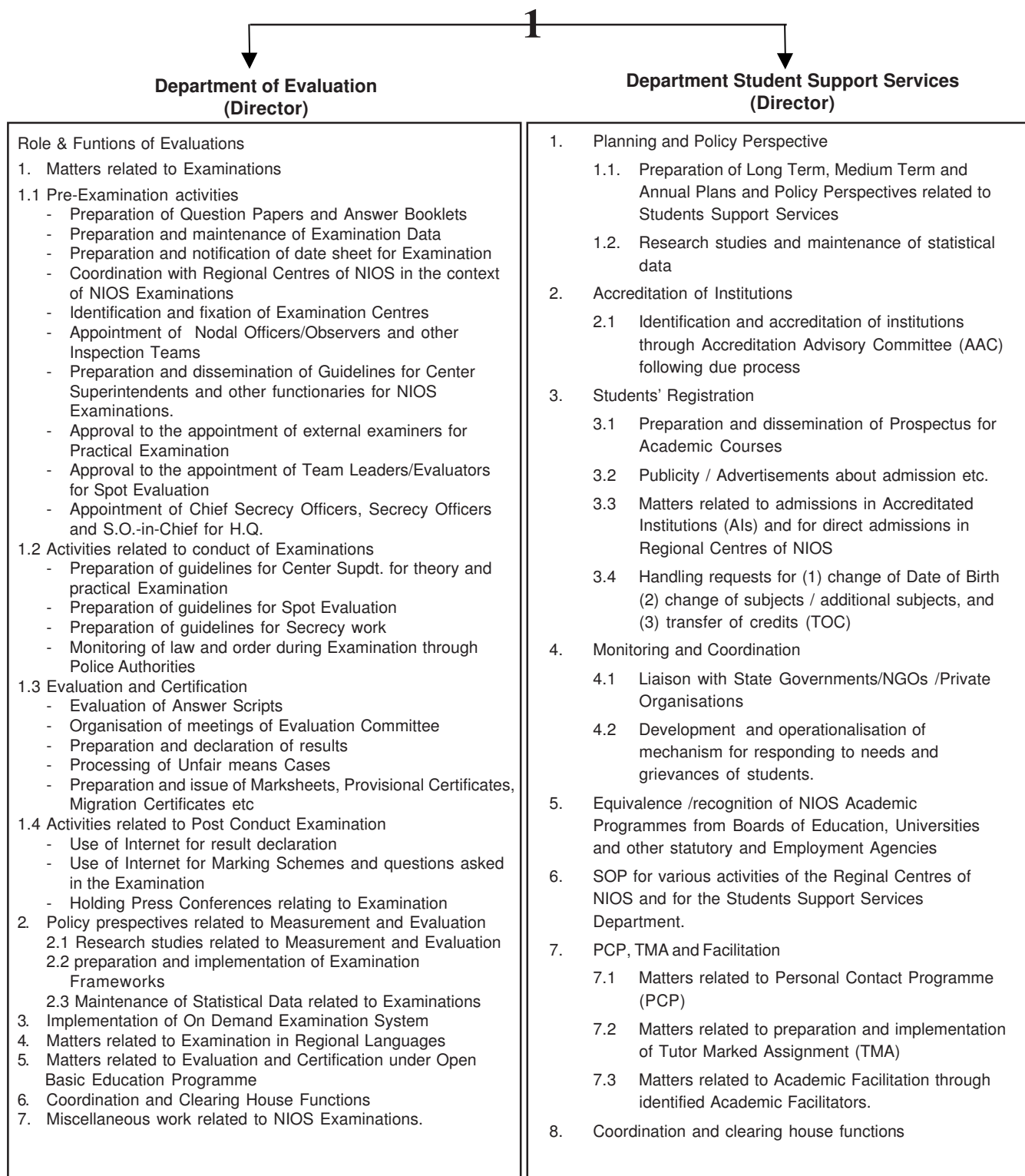
<ol style="list-style-type: none"> 1. General Administration <ol style="list-style-type: none"> 1.1 Memorandum of Association, Rules and Regulations 1.2 Constitution of (i) General Body, (ii) Executive Board, (iii) Finance Committee and other Committees; organisation of their meetings and taking follow up action. 1.3 Matters related to NIOS Personnel 1.4 Legal matters 2. Matters related to Land and Buildings 3. Purchase and supply of Equipment etc. 4. Accounts 5. Publication of Materials 6. Distribution of Materials 7. Maintenance 8. Public Relations 9. Promotion of Hindi (Raj Bhasha) 10. Matters related to Accreditation of Institutions as Study Centres of NIOS 11. Administration Coordination 12. Malpractice Cell 13. Miscellaneous matters related to Administration 14. Minority Cell and Accreditation of Minority Institutions 15. Material Production and Distribution Division <ul style="list-style-type: none"> – Printing of Material related to courses of study, Programme Delivery, Examinations, Conferences/Seminars, Journals, Magazines, News Bulletins etc. – Typesetting (DTP) of various manuscripts of the constituents of NIOS. – Distribution of Materials to the clientele of NIOS. – Maintenance of Inventory of Paper purchased and used for publication of materials – Fixation of Price of NIOS Publications and maintenance of Inventory of publications – Sale of Books to authorised dealers. 	<ol style="list-style-type: none"> 1. Planning and Policy Perspectives <ol style="list-style-type: none"> 1.1 Preparation of Long Term, Medium Term and Annual Plans of NIOS related to academic work. 1.2 Constitution of Academic Committee 1.3 Organisation of meetings of Academic Committee for consideration of the Academic Programmes of the constituents of NIOS and dissemination of the minutes of the meetings 1.4 Monitoring of implementation of Academic Programmes of the Academic Department 1.5 Research and Surveys 2. Curriculum and Learning Materials (Secondary and Sr. Secondary) <ol style="list-style-type: none"> 2.1 Identification of courses of study and development of Curriculum and Learning Materials 2.2 Preparation of Question Paper Designs Blue Prints, Marking Schemes etc. 2.3 Graphics 2.4 Evaluation of Curriculum and Learning Materials etc. 2.5 Population and Development Education 2.6 Education of Differently Abled and Disadvantaged Learners 3. Open Basic Education Programme <ol style="list-style-type: none"> 3.1 Development of Curriculum and Learning Materials 3.2 Identification and Accreditation of Agencies as partners of NIOS Open Basic Education Programme 3.3 Development and Dissemination of Standards in Open Basic Education 3.4 Joint Certification (NIOS-Accredited Agencies collaboration) 3.5 Monitoring of implementation of Open Basic Education Programme 3.6 Education of Child Labour Programme 4. Regional Language Programme <ol style="list-style-type: none"> 4.1 Offering Regional Languages as subjects and mediums 4.2 Development /translation of materials in Regional Languages 5. Media Support to Open Schooling Programmes <ol style="list-style-type: none"> 5.1 Development and dissemination of audio and video programmes 	<ol style="list-style-type: none"> 6. Life Enrichment Programmes <ol style="list-style-type: none"> 6.1 Bharatiya Culture and Heritage 6.2 Education in Human Values 6.3 Peoples of India 6.4 Lives of Great Personalities of India 6.5 Performing Arts (Music, Dance, Painting) 7. Human Resource Development <ol style="list-style-type: none"> 7.1 Setting up and operationalisation of International Centre for Training in Open Schooling (ICTOS) 7.2 Development of Training Packages 7.3 Organisation of short term and long term training programmes for Open Schooling functionaries at national and international level. 8. National Consortium for Open Schooling (NCOS) <ol style="list-style-type: none"> 8.1 Constitution and operationalisation of NCOS 8.2 Promotion of Open Schooling in States 8.3 Consultancy and assistance to States for setting up/upscaling of State Open Schools (SOSs) 8.4 Coordination and clearing house functions related to promotion of Open Schooling 8.5 Organisation of meetings of NCOS and follow up action 9. International Relations <ol style="list-style-type: none"> 9.1 Interaction/Liaison with international agencies like UNESCO, COL, UNICEF, UNDP, World Bank in the context of Open Schooling Programmes. 9.2 Interaction, liaison with other countries in the context of Open Schooling Programmes 9.3 Operationalisation of Open Schooling Association of Commonwealth (OSAC) 9.4 Advocacy/consultancy programmes for promotion of Open Schooling in other countries 10. Journals, Magazines and News Bulletins <ol style="list-style-type: none"> 10.1 OSAC Journal of Open Schooling 10.2 Open Learning (Magazine) 10.3 NIOS News Bulletin "Open Schooling" 10.4 Preparation of other Journals, Magazines and News Bulletins as per need 11. Vigilance and Grievances 12. Coordination and Clearing House Functions 13. Library and Documentation
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ORGANISATIONAL SET UP OF NIOS (Continued)

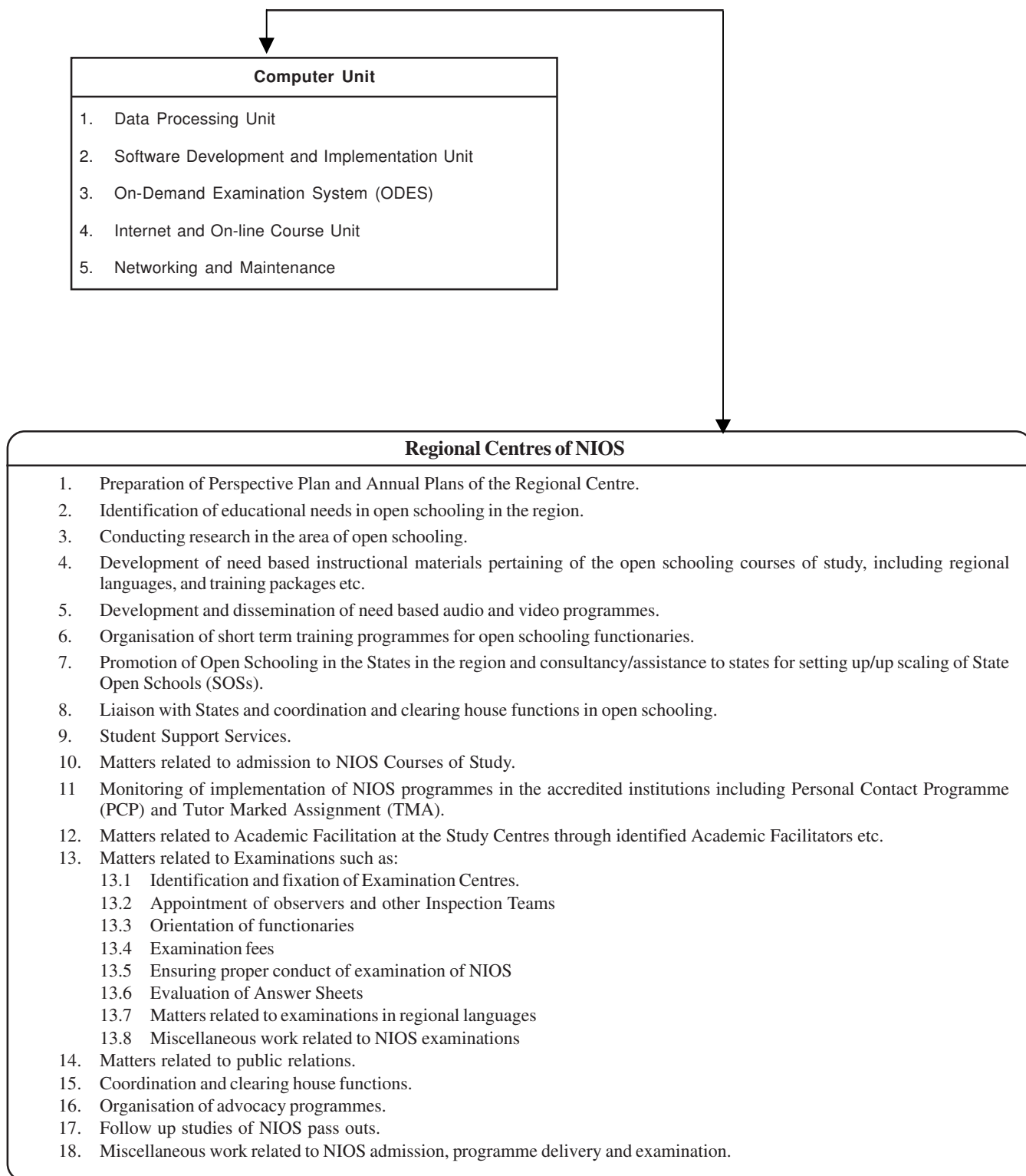
Department of Vocational Education (Director)

1. Planning and Policy Perspective in Vocational Education
 - 1.1 Preparation of Long Term, Medium Term and Annual Plans in Vocational Education.
 - 1.2 Networking in the context of Vocational Education programmes.
 - 1.3 Monitoring of implementation of Vocational Education Programmes
 - 1.4 Research and Surveys
 - 1.5 Matters related to maintenance of quality in Vocational Education
2. Curriculum and Learning Materials
 - 2.1 Identification of courses of study
 - 2.2 Development of Curriculum and Learning Materials
 - 2.3 Preparation of Question Paper Designs, Blue Prints and Marking Schemes
 - 2.4 Development of Media support to Vocational Education Programmes
 - 2.5 Development of Vocational Education courses in Regional languages as per needs and demand
 - 2.6 Evaluation of curriculum and learning materials etc.
 - 2.7 Development of modes and models to offer Vocational Education Programmes, and matters related to recognition and equivalence
3. Accreditation of Institutions
 - 3.1 Identification and accreditation of Institutions for implementation of Vocational Education Programmes
 - 3.2 Identification and accreditation of Rural Community Workshops within the framework of Vocational Education Programme of NIOS
4. Admission
 - 4.1 Preparation of Prospectus for Vocational Education and dissemination
 - 4.2 Organisational matters related to admission in Vocational Education courses.
5. Examinations
 - 5.1 Preparation of Examination Framework for Vocational Education courses and its operationalisation
 - 5.2 Monitoring of implementation of Examinations
 - 5.3 Follow up of Vocational Education pass outs
6. Training
 - 6.1 Development of Training packages
 - 6.2 Organisation of Orientation/Training Programmes for functionaries handling Open Vocational Education Programmes
7. Advocacy
 - 7.1 Organising advocacy programmes in Vocational Education
 - 7.2 Publicity to Vocational Education Programmes
8. Coordination and clearing house functions in the area of Vocational Education

ORGANISATIONAL SET UP OF NIOS (Continued)



ORGANISATIONAL SET UP OF NIOS (Continued)



1.3 Planning, Implementation, and Monitoring of Open Schooling Programme

Realizing the need for preparation of a long term perspective of the Open Schooling programme of NIOS, a “Vision 2020 Document” was prepared and placed before the Academic Committee (AC) in its Fifth Meeting held on 4 January 2005. The Document was approved by AC and later on by the Executive Board (EB) in its 37th Meeting held on 16 May 2005.

In order to implement the Vision Plan of NIOS, **long term, medium term, and short term plans will be prepared and operationalised.** The work on preparation of the Medium Term Plan covering the period from 2006-07 to 2011-12 has already been initiated.

The NIOS has now formulated a detailed programmes processing mechanism. The Programmes Processing Committees are as follows.

(i) **Open Schooling State Coordination Committee (OSSCC)** to identify educational needs of states requiring inputs from NIOS.

Chairperson : State Education Secretary

Convener : Head, Regional Centre, NIOS

(ii) **Advisory Committees of the Regional Centres, NIOS (RCAC)**

Convener : Head, Regional Centre, NIOS

(iii) **Advisory Boards of the Departments of NIOS (DAB)**

Chairperson : Head of the Department

Convener : One faculty member

(iv) **Research Advisory Committee (RAC)**

Chairperson : Chairman, NIOS

Convener : Director (Academic)

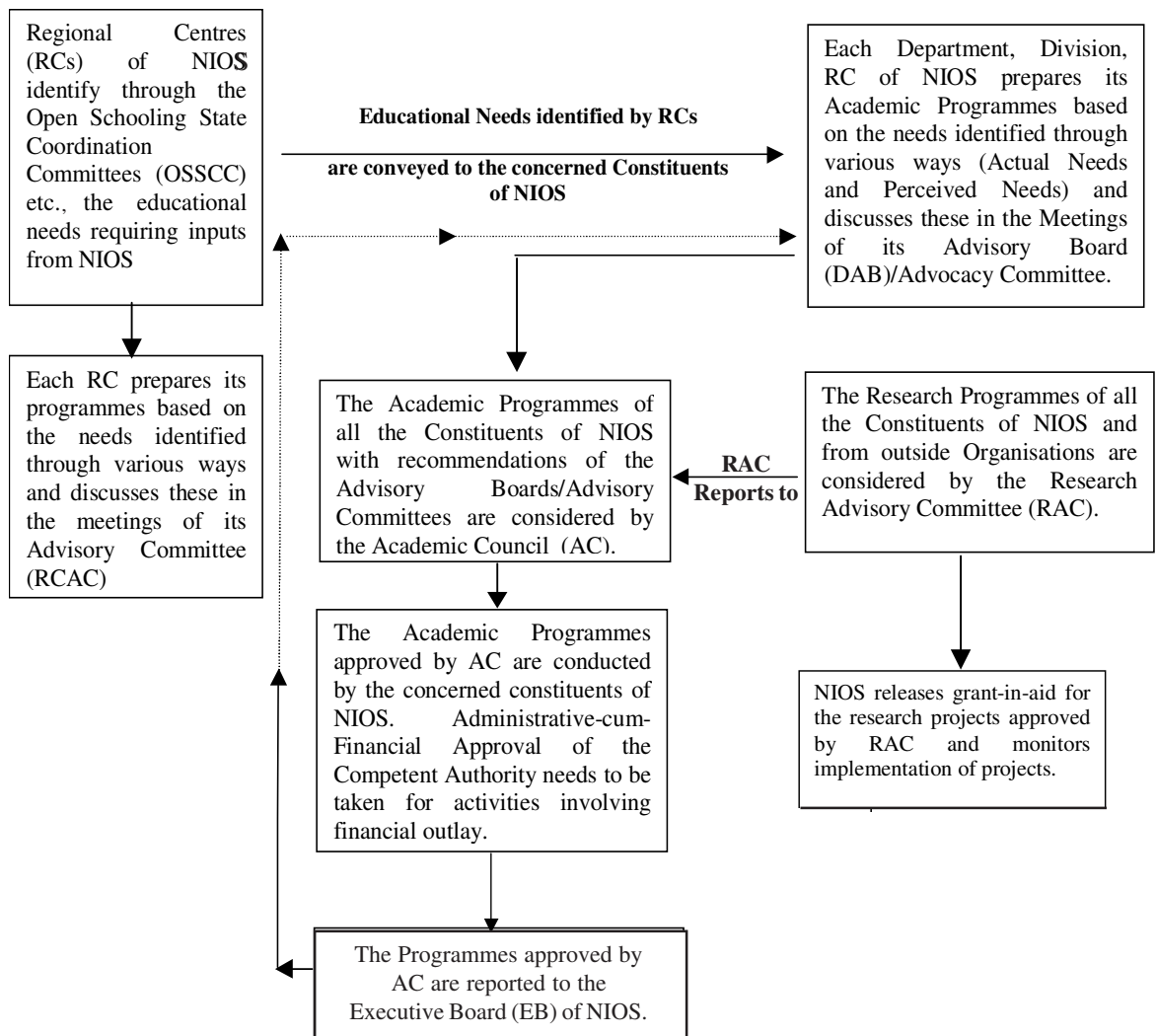
(v) **Academic Council**

Chairperson : Chairman, NIOS

Convener : Director (Academic), NIOS

A diagrammatic presentation of the Programmes Processing Mechanism of NIOS is as follows.

Diagrammatic Presentation of Programmes Formulation and Processing Mechanism in NIOS



The Following Programmes Processing Committees have already been constituted.

- (i) **Academic Committee**, renamed as the Academic Council (AC). The Sixth Meeting of AC was held on 29th March 2006.
- (ii) **Advisory Boards (DABs)** of the following Departments.
 - Academic Department
 - Department of Vocational Education
 - Department of Evaluation
 - Department of Student Support Services

Each of these Departments organized the first meeting of the DAB during November 2005 to February 2006.

- **Advisory Committees of the Regional Centres (RCACs):** The Regional Centres have organized the first meeting of RCACs during November 2005 to February 2006.
- **The Open Schooling State Coordination Committees (OSSCCs)** have not so far been set up. The Education Secretary of each State has been requested to agree to become the Chairperson of OSSCC. The process is going on.
- **The Research Advisory Committee (RAC)** organized its last meeting on 2 March 2006. The Committee considered the following two items :
 - Scheme of Grant – in- Aid for Research Projects in Open Schooling
 - Priority Areas of Research in Open Schooling

The Programmes recommended by the Advisory Boards and the Advisory Committees were finally considered by the Academic Council in its Sixth Meeting held on 29 March 2006.

The Academic Council gave several suggestions regarding (i) Vocational Education Programmes, (ii) Accreditation of Institutions, (iii) Maintenance of a Database of Open Schooling Programmes, Admission and Examinations, (iv) Matters related to Student Support Services, (v) Upgradation of ODES, and (vi) Evaluation of Self Instructional Material. Matters related to NIOS – COL (Commonwealth of Learning) relations were also discussed.

2. Overview

The National Institute of Open Schooling (NIOS) has been pursuing its mission to provide opportunity for continuing education to those who have missed the opportunity to complete school and developmental education through courses and programmes of general, life enrichment and vocational education from primary to pre-degree level. This unique organization in the area of open schooling encompasses the functions of (i) a teaching institution, adopting open and distance learning (ODL) methodology, (ii) a National Board of Examination, and (iii) an apex agency at national level for quality assurance and resource support. For planning, implementation and monitoring of its programmes and activities, the NIOS works through a network of five Departments at the Headquarters (Academic, Administration, Evaluation, Student Support Services and Vocational Education), two Divisions (Material Production and Distribution Division and Computer Informatics Division), eleven Regional Centres and 2760 Study Centres located in almost all the States. Highlights of programmes and activities of NIOS during the year 2005-06 are mentioned below.

Accreditation of Institutions

During the year 2004-05, there were 2760 accredited institutions (Study Centres). These include 1782 Accredited Academic Institutions (AIs), 908 Accredited Vocational Institutions (AVIs) and 70 Special Accredited Institutions for Education of the Disadvantaged (SAIEDs). Under the Open Basic Education (OBE) Programme, about 270 organisations had been accredited by 31.3.2006.

Enrolment in Academic and Vocational Courses

During 2005-06, 267,026 students were enrolled in academic courses as compared to 2,38,069 students in 2004-05. Besides these, 22879 students were registered in Vocational Education Courses during 2005-06 vis-a-vis 20,985 students during 2004-05.

The **overall enrolment** at Secondary and Senior Secondary stage during 2005-06 was 2,89,905 as against the enrolment of 2,59,054 during 2004-05.

Recognition of NIOS Courses

As on 31 March, 2006, 23 Boards, 111 Universities and 9 other Certifying

Institutions had recognized the NIOS courses.

Student Support Services

The student support services programmes included (i) publicity about NIOS programmes, (ii) facilitating admission, (iii) timely supply of study materials through the study centres, (iv) organization of Personal Contact Programme (PCP) and Tutor Marked Assignment (TMA) at the study centres, and (v) media support to the teaching learning programme. On the basis of district wise mapping of the Study Centres, NIOS has identified unreached and educationally backward districts for enhancing coverage. NIOS continued giving Transfer of Credits to ex- students of CBSE, CISCE, UP Board and Uttaranchal Board and State Open Schools (SOSs). For monitoring of implementation of the open schooling programme, the services of experienced Academic Facilitators have been provided at the Study Centres. Interactive Voice Response Systems (IVRS), installed at NIOS Headquarters as well as the Regional Centres, provide response to day-to-day queries regarding admission, examinations, procedure of issuing duplicate Identity Card, change/addition of subject etc. Two Issues of the interactive half yearly Magazine "Open Learning" were prepared. This magazine is provided to NIOS students free of cost. The services of experienced educationists are utilised as Academic Facilitators at the Study Centres. They oversee at the Study Centres, process of admission, implementation of programme, conduct of PCP and TMA, and examinations.

Material Production and Distribution

During 2005-06, NIOS printed around 52 lakh copies of Secondary and Senior Secondary level study materials. In addition, NIOS printed and supplied study materials for the Students of the Haryana State Open School and the Rajasthan State Open School. The study material was delivered to the NIOS students through the Study Centres.

Regional Level Inputs

Eleven Regional Centres of NIOS at Kolkata, Hyderabad, Guwahati, Pune, Delhi, Chandigarh, Allahabad, Patna, Jaipur, Bhopal and Kochi, continued performing tasks such as admission, examinations, advertisement and publicity, liaison, orientation of personnel attached to study centres, public relations and students grievances, etc. The Regional Centres also looked after matters related to inspection of institutions for accreditation as Study Centres.

Publicity

The publicity of NIOS programmes such as admission, examinations, fees and results etc., is done through national and regional dailies as also through the electronic media. Press releases are given from time to time to highlight

NIOS programmes and significant events. Information regarding NIOS programmes is publicized through the quarterly News Bulletin "Open Schooling".

Courses of Study

The NIOS continued offering a wide spectrum of courses of study (academic and vocational) to meet the requirement of learners. The Academic Courses include (i) Open Basic Education Programme (OBE) for children below 14 years and for adults above 14 years, (ii) Secondary Education Certificate Course, (iii) Senior Education Secondary Certificate Course, and (iv) Vocational Education Courses.

For implementation of **OBE programme**, the NIOS is partnering with 270 agencies which are running their study centres for students. During 2005-06, the NIOS accredited 17 such agencies (NGOs, Government organizations and Jan Shikshan Sansthan). The curriculum related activities included (i) development of materials for academic and vocational education courses, and (ii) support to States for OBE material development. Detailed guidelines have been prepared for conduct of OBE examinations. A computerized format for OBE results was prepared and made available to OBE accredited agencies. Under OBE, 55514 learners have been certified from 2001-02 to 2005-06. Under OBE (NLM) Programme, 79915 learners have been certified.

In order to ensure active participation of State Governments in OBE programme, NIOS has started identifying State Level Nodal Agencies. These have already been identified in Rajasthan, West Bengal and Haryana. NIOS plans to work closely with NLM for promotion of achieving a sustaining continuing Education programme.

At the **Secondary and Senior Secondary** stage, NIOS follows cafeteria approach while offering various courses of study. The students have been given full flexibility in selection of subjects. Only one language is compulsory. NIOS offers 26 subjects in seven mediums at secondary stage and 25 subjects in three mediums at Senior Secondary stage. The course material in different subjects at Secondary and Senior Secondary level were reviewed from the standpoint of societal concerns, gender bias etc. The course material of the subject "Indian Culture and Heritage" at Secondary level was reviewed exhaustively and revised. Items in different subjects were prepared in the context of launching the On Demand Examination System (ODES) at Senior Secondary stage.

Under the Regional Language programme, NIOS introduced Oriya language

as a new subject at Senior Secondary Level. Revision of Kannada Language Curriculum at Secondary level was in progress. The Curriculum Committees for Tamil, Persian and Gujarati were being constituted. Development of Arabic language as a subject was in progress. Translation work of Course Materials in Gujarati, Telugu and Marathi languages was in progress.

As a measure of continuous assessment of learners, Tutor Marked Assignments (TMA) were developed in all subjects both in Hindi and English for Secondary and Senior Secondary Education Courses for the year 2005-06.

Admission to Vocational Education Courses continued during 2005-06. Some Vocational Education Courses such as Early Childhood Care and Education, Cutting Tailoring and Dress Making, Computer Application, Jan Swasthya, Electrical Technician and Beauty Culture are very popular. The future thrust of NIOS Vocational Education Courses is on training of educated unemployed youth for meaningful and skill oriented employment. NIOS has planned to launch traditional and non-traditional technology oriented and competency based courses, rural oriented courses, courses for girls/women and disadvantaged, and linkages with industries, markets and service sectors.

The Curriculum Framework for Open Vocational Education is being prepared.

An International Conference on Vocational Education and Training (VET) was organized by NIOS in collaboration with COL from 8 to 10 February 2006. A time bound action plan to implement the recommendations of the conference is being prepared. NIOS has entered into dialogue with CII for NIOS- Industry partnership, with IMA for para medical courses, and with RCI for introduction of need-based Certificate Courses for developing human resource for physically challenged.

Life Enrichment Programmes

Besides the Academic and Vocational Education courses for various stages of school education, the NIOS continued developmental activities in respect of the Life Enrichment Programmes (LEPs) for varied clientele such as Performing Arts (Music, Dance, Painting), Jan Swasthya (Public Health), Paripurna Mahila (Empowered Women), and Adolescence Education Programme.

Media Support to Open Schooling Programme

During 2005-06, thirteen films were produced for different stages of school

education, and sixteen films were under production. In order to feed the available time slots for telecast of NIOS programmes on "Gyan Darshan" and "DD-1", 104 capsules of the video programmes were produced. During 2005-06, sixty four audio programmes/tutorials for Open Basic Education, Secondary Education and Senior Secondary Education were produced. Twelve Audio Programmes in Bengali language were under production. The Satellite Interaction Terminals (SIT) were stabled in NIOS Studio and in five Regional Centres (Pune, Hyderabad, Jaipur, Chandigarh and Kochi). Two Script Writing Workshops were organized. NIOS continued Telecast and Broadcast of its programmes. 5250 copies of Audio Programmes and 11386 copies of VCDs were sent to the NIOS Study Centres. The learners take benefit of audio and video programmes at their Study Centres.

Examinations

The National Institute of Open Schooling is the only Board in the country which conducts two full-fledged examinations every year. In order to provide reliability, validity and credibility to examinations, several in-built checks and balances have been incorporated into the examination system. The question papers are developed in such a manner that they test not merely the knowledge of the candidate but also the ability to apply knowledge. After administration of the question paper, the marking scheme is finalized. Meetings of paper setters, moderators and experts for preparation of marking schemes were organized to ensure that appropriate balance is maintained in preparation and administration of question papers.

The system of assigning fictitious roll numbers on the answer scripts of students was started from October/November 2001 examination to ensure more secrecy in the evaluation system. This system continued during 2005-06 also. From Oct/Nov. 2001 examination, the system of outdoor evaluation was replaced by spot evaluation in order to maintain uniformity in evaluation and early declaration of results. To ensure transparency in the examination system of NIOS, the question papers and marking schemes were placed on the internet immediately after the examinations were over. Date Sheets of the Secondary and Senior Secondary examinations were published in all important national dailies. The results of NIOS examination were also made available on the IVRS of NIOS. The cases of unfair means in examinations were considered by the Unfair Means (UFM) Committee.

During 2005-06, 4,88,092 candidates appeared in examinations in the Academic and Vocational Education streams. In order to promote distance education in the States, NIOS has introduced the use of several vernacular mediums for its Secondary Education Course (Urdu, Malayalam, Telugu, Gujarati, Marathi). During 2005-06, NIOS certified 73,471 candidates

for the Secondary Education Examination and 60,683 candidates for the Senior Secondary Education Examination. In Vocational Education Courses, the number of candidates certified during 2005-06 was 13,682.

On Demand Examination

The NIOS has developed an innovative "On Demand Examination System (ODES)" which gives freedom to learner to appear in examination in the subject(s) of his/her choice whenever he/she feels confident taking an examination. Under ODES, the NIOS has designed a software to generate a test paper out of the test items in the Item Bank stored in a computer. The software has been so designed that each student gets a different question paper. In this system, there is no possibility of leakage of question paper and copying, and no need to set up raid parties to oversee the conduct of examinations. The ODE System has been implemented at Secondary stage by establishing an examination center at NIOS Headquarters with effect from 8 February 2005. The ODES testing centers are being set up in Regional Centres of NIOS. From February 2005 to March, 2006, the number of candidates appeared under ODES was 8802 in 12 subjects. Of these, 2820 students passed.

National Consortium for Open Schooling (NCOS)

NIOS remained in touch with the States for setting up/upscaling of the State Open Schools (SOSs). The NCOS Secretariat located in NIOS continued taking follow up action on the recommendations of the conferences on Promotion of Open Schooling organized during 2004-05 and 2005-06. A National Conference on Cooperation and Collaboration of State Boards of Education and Open Schools in India was jointly organized by NIOS and COBSE on 20 October 2005. Communications were sent to the State Education Secretaries emphasizing the need of upscaling the Open Schooling programmes. A National Conference of State Boards of Education and Open Schools was jointly organized by NIOS and COBSE on 20 October 2005 for deliberations on cooperation and collaboration among them. On 21st October 2005, a Meeting was organized by NIOS with the SOSs for discussion on various issues related to promotion of open schooling. The States of Rajasthan and Tamilnadu have revived the SOSs as per philosophy of ODL system. The State of Bihar and Uttar Pradesh were assisted by NCOS Secretariat for preparation for SOSs.

International Relations

- Under the aegis of the Open Schooling Association of Commonwealth (OSAC), the NIOS continued publishing and disseminating the half yearly OSAC Journal of Open Schooling of international standard. During 2005-06, the NIOS prepared and published two Issues of the OSAC Journal.

- Dr. Anita Priyadarshini, Deputy Director (Academic), NIOS participated in the Regional Workshop on Lifelong Learning organized by UNESCO-APPEAL, Bangkok from 25 to 29 April at Manila. Among other things, she presented the Country Report and the Report of Research Study on Models of Equivalency Programme sponsored by UNESCO. India, Indonesia, Philippines and Thailand participated in the Regional Workshop.
- Shri V.J. Williams, Director (Vocational), NIOS attended the Asian Round Table on "Open and Distance Education" for attainment of the Millennium Development Goals (MDGs) enunciated by the United Nations. The programme was organized by the Open University of Sri Lanka in collaboration with COL from 20 to 22 May 2005. Shri V.J. Williams presented a Paper on the Open Basic Education (OBE) programme of NIOS (India) in the context of MDG 2 titled " Achieve Universal Primary Education."
- Mrs. Gopa Biswas, Deputy Director (Academic), NIOS presented a paper titled " National Institute of Open Schooling India and Technical and Vocational Offering at NIOS" in the International Workshop on Open Schooling organized by the National Institute of Education, Sri Lanka in collaboration with COL on 18 May 2005. Fr. T.V. Kunnunkal, former Chairman, NIOS presented a Paper on "Establishment of the Open School, India". At the end of the Workshop, the President of Sri Lanka, HE Ms. Chandrika B. Kumarathunge launched the Open School, Sri Lanka. After conclusion of the International Workshop, NIOS (India) provided consultancy to the Open School functionaries. A Report was prepared which provided guidelines and directions and an operational road map for the Open School in Sri Lanka.
- Dr. Sushmita Mitra, Director (Academic and Student Support Services) presented a paper titled "Awareness and Advocacy using ODL for Literacy and Skill Training : A South Asia Consultative Meeting" held at Dhaka (Bangladesh) from 26 to 28 September 2005. In this COL sponsored programme, participant were from Bangladesh, Pakistan, India, Sri Lanka, Maldives, COL and UNESCO.
- Prof. K.R. Chandrasekaran, Director (Academic) NIOS (India) presented a Paper titled "Concept, Evaluation and Application of Open Schooling" of Shri M.C. Pant, Chairman, NIOS (India) for the Kannangara Memorial Lecture organized by the National Institute of Education, Colombo on 17 January 2006.
- NIOS and COL jointly organized an International Conference on "Vocational Education and Training through Open Schooling : Challenges and Future Strategies" from 8 to 10 February, 2006 at

Kovalam Kerala (India). The Conference was attended by nearly 100 delegates from COL, Sri Lanka, Nigeria, Bangladesh, New Zealand, Pakistan and India. The Conference made 29 recommendations.

- A five member Chinese delegation visited India on 24 August 2005 and interacted with NIOS faculty about the Open Schooling system.
- Prof. K.R.Chandrasekaran, Director (Academic), NIOS made a presentation on various steps taken by NIOS for integration of Disaster Management in the Curriculum in a two day workshop organized by UNESCO on 12-13 September 2005 to discuss the strategies on Education for National Disaster Preparedness in Asia - Pacific in the context of Education for Sustainable Development (ESD).
- A COL sponsored project on "Identifying the Training Needs of Teachers of the Study Centres of NIOS" was conducted.
- A two-day Conference on Digital Learning was organized by the Centre for Science, Development and Media Studies (CSDMS) from 18 to 19 October 2005. The theme of the conference was "ICT and Education: Challenges and Practices". A presentation about "On Demand Examination System" made by NIOS was highly appreciated as it is a step toward flexible and fearless examination system.
- In the World Bank's Fourth Meeting of the Advisory Group on Universalisation of Secondary Education in India, Prof. K.R. Chandrasekaran, Director (Academic), NIOS emphasised the need for promotion of open schooling.
- Dr. (Mrs.) Sushmita Mitra, Director (Academic), NIOS availed the Research Residency at the International Research Foundation for Open Learning (IRFOC), Cambridge from 7 to 18 March 2005.
- Shri V.J. Williams, Director (Evaluation), NIOS visited Nepal from 21 to 23 July 2005 to inspect schools for accreditation by NIOS at the Study Centres.
- Dr. Mamta Srivastava, Assistant Director and Dr. RSP Singh, Assistant Director, NIOS visited New Zealand for 15 days under the COL sponsored Study Visit to the Open Polytechnic of New Zealand.
- The British Prime Minister, Mr. Tony Blair with his wife Mrs. Cherie Blair, visited on 7 September 2005 the Salaam Balak Trust, New Delhi. It is an Open Basic Education (OBE) Programme Centre of NIOS.

Research Studies and Surveys

The Scheme of Grant-in-Aid for Research Project in Open Schooling (GRPOS) was approved by the Research Advisory Committee (RAC) and the Academic Council. Two external research projects were processed in the RAC Meeting. Priority Areas for Research in Open Schooling have been identified.

Human Resource Development

The NIOS has set up an International Centre for Training in Open Schooling (ICTOS) with partial financial assistance from COL and UNESCO. A Brochure on the Programmes and Activities of ICTOS was widely circulated in India and abroad. The International Agencies like UNESCO and COL have been requested to sponsor candidates for the Certificate and Diploma Courses offered by NIOS. Four Training Modules were reviewed and reprinted. The Brochure on ICTOS was reprinted. Other Publications brought out are (i) Assignments for Certification Course in Open Schooling and (ii) Evaluation Techniques in Open Schooling.

NIOS organized orientation programmes for participants from various countries on open schooling. The Report of the Institute of Educators from Bangladesh, Ghana, Nigeria, Pakistan and Sri Lanka organised by NIOS from 11 to 22 September 2005 was under print.

Information and Communication Technology (ICT)

The Computer Division of NIOS maintained data base about admission, examination and certification. The admission data of 2, 67,000 was processed. Pre-exam processing of data of 488092 students and processing of their result was done. A dedicated lease line for Internet Access is in operation. Official E-mail ID of NIOS officers was generated and configured on the NIOS Website. A separate link "Ask Your Teacher" has been provided on NIOS website to facilitate students. The study materials of the Secondary Education Courses have been placed on the website. As per Right to Information Act, the requisite information was placed under the Link RTI Act on the Home Page of NIOS. The E-Group Muktashala of NIOS is an Electronic Forum for discussion and sharing the information among the Registered Users who can be NIOS Learners, Coordinators and Academic Facilitators. It also works as a Bulletin Board.

NIOS is in the process of scanning of Admission Forms and preparation of Smart I-Cards for the learners. The organization is also in the process of providing its learners the facility of Education through Virtual Classroom.

Library, Documentation and Information Services

The NIOS Library has a collection of 14,721 books, 11,500 loose issues of journals and 688 audio-video cassettes/compact discs. The Library continued providing services such as (i) Reference Service, (ii) Circulation Service, (iii) Inter-Library Loan, (iv) Referral Service, (v) Reprographic Service, and (vi) scanning of newspapers, magazines and journals for news related to education.

During 205-06, 337 books and 19 CDs were added in NIOS Library. Under the service E-Press Clippings and New Additions Service, News clipping and lists of new books and journals were sent to the NIOS officers in different constituents.

Promoting Use of Hindi

Besides taking various measures to promote the use of Hindi in its constituents, the NIOS celebrated the Hindi Fortnight from 14 to 28 September 2005. Various competitions for promotion of Hindi were organized. These included (i) Official Language Competition, (ii) Computer Based Hindi Knowledge Competition, (iii) Poetry Competition, (iv) Debate Competition, (v) Quiz Competition, and (vi) One Act Play Competition. During the year 2005-06, several important decisions for overall use of Hindi were taken. Several materials were translated in Hindi. The NIOS News Bulletin and NIOS Magazine for students were printed bilingually (Hindi and English in same volume). NIOS purchased bilingual computers only and Hindi software was installed in all computers in various constituents of NIOS. Several documents like Annual Report, Prospectus, Annual Accounts, and circulars etc., were translated into Hindi. Some programmes related to incentives for promotion of Hindi were initiated and facilitation material was distributed.

3. Courses of Study

The National Institute of Open Schooling (NIOS) offers a wide spectrum of courses of study to meet the specific requirements of distance learners. Two types of courses have been developed.

- ◆ Academic Courses
- ◆ Vocational Education Courses

The Academic Courses include (i) Open Basic Education for out-of-school children, youth and adults. (ii) Secondary Education Certificate Courses, and (iii) Senior Secondary Education Certificate Courses.

The Vocational Education Courses of the NIOS are in the broad areas of Agriculture, Engineering and Technology, Health and Paramedical, Home Science and Hospitality Management, Computer and Information Technology, Teacher Training, Miscellaneous and Life Enrichment Programmes.

An overview of the activities related to the courses of study taken up at different levels is given below.

3.1 Open Basic Education Programme

The Open Basic Education Programme is being implemented jointly by the Accredited Agencies and National Institute of Open Schooling with the aim of providing primary and upper primary level education through alternate means of Open Schooling to those who are not able to go to formal schools or have dropped out of schools. The Open Basic Education Programme is recognised by the Government of India as equivalent education to the formal school for purposes of higher education and employment.

◆ *Target Group*

The target group for the OBE programme consists of neo-literates under the National Literacy Mission's Equivalency Programme of the Continuing Education Scheme, school dropouts, dropouts of NFE programmes, girls and women, marginalized groups, Scheduled Castes, Scheduled Tribes, Persons Below Poverty Line (BPL), first-generation learners, out of school children and adults.

The OBE programme is being conducted for both children and adults learners. These learners fall under two categories – (i) Children of 6 - 14 years, and (ii) Adults of 15 years and above.

◆ *Programme Levels*

The OBE programme has three levels A, B and C. Level ‘A’ is equivalent to Standard III, Level ‘B’ is equivalent to Standard ‘V’, and Level ‘C’ is equivalent to Standard VIII of the formal school system.

◆ *Activities under OBE Programme during 2005-06*

(i) Accreditation and Programme Implementation

The OBE programme is implemented through partner agencies at the grassroot level. The agencies may be non-government organizations, government bodies or government-aided institutions. The accredited agencies (AAs) are responsible for registering learners, conducting personal contact classes, and examinations and maintaining records about the learners. The AAs are selected by NIOS after screening the applications and inspecting the short listed organizations. Efforts are made to ensure that agencies working in difficult regions of different states are accredited. Most of these agencies are those that are supported under different schemes of the Government of India, welfare organizations and by international donors as well as corporate bodies. Besides well-established NGOs, these Accredited Agencies include Zila Sakshatra Samities (ZSS), Jan Shikshan Sansthan (JSS), Mahila Samakhya (MS) and District Institutes of Education and Training (DIETs).

During the year 2005 – 06, the number of Accredited Agencies under OBE programme stood at 270. The state wise list of agencies accredited till 31 March 2006 is as follows.

Table 3.1

Sl. No.	Name of State/UT	No. of Accredited Agencies under OBE
1.	Andhra Pradesh	05
2.	Assam	01
3.	Bihar	15
4.	Jharkhand	10
5.	Gujarat	03
6.	Haryana	26
7.	Himachal Pradesh	01
8.	Jammu and Kashmir	03
9.	Karnataka	11
10.	Kerala	06

11.	Madhya Pradesh	09
12.	Chhattisgarh	01
13.	Maharashtra	13
14.	Manipur	02
15.	Orissa	09
16.	Pondicherry	01
17.	Rajasthan	43
18.	Tamil Nadu	39
19.	Uttar Pradesh	38
20.	Uttaranchal	07
21.	West Bengal	03
22.	Chandigarh	01
23.	Delhi	21
24.	Goa	01
25.	Tripura	01
Total		270

Besides the accredited agencies, the NIOS is looking for partner agencies of the State Governments, which would monitor the OBE programme in the state(s). At present, in Rajasthan and West Bengal, the State Literacy Mission Authority (SLMA) has been designated as the state nodal agency, while in Haryana, the Haryana Prathmik Shiksha Pariyojna Parishad (HPSPP), the nodal agency for SSA, has been made the nodal agency for OBE Programme of NIOS.

Table 3.2

Sl. No.	Type of Agency	No. of Agencies
1.	Zila Saksharta Samiti	35
2.	Jan Shikshan Sansthan	59
3.	District Institute of Education and Training	20
4.	Madradas	01
5.	Mahila Samakhya	01
6.	State Resource Centre	02
7.	Govt. Organization	28
8.	Kerala State Literacy Mission	01
9.	Other NGOs	123
Total		270

The following States and Union Territories are not so far represented under OBE Programme:

Table 3.2 (a)

Sl.No.	States	Union Territories
1.	Meghalaya	1. Andaman & Nicobar Islands
2.	Mizoram	2. Dadra & Nagar Haveli
3.	Nagaland	3. Daman & Diu
4.	Sikkim	4. Lakshadweep
5.	Arunachal Pradesh	
6.	Punjab	

(ii) Admission and Enrolment of OBE Learners

The admission to the OBE programme is done by the Accredited Agencies. They admit/enrol the learners and arrange the teaching learning programmes. A computerised database format was prepared and sent to all OBE accredited agencies for the enrolment of OBE learners. NIOS has developed a unique 15-digit Enrolment Number for every learner. The Accredited Agencies have been directed to give the enrolment number to all learners. Detailed guidelines were also developed by NIOS to make the implementation of the programme simpler and effective.

During 2005-06 the number of the learners under OBE programme increased. The total registration under OBE Programme as on 31-03-2006 was 26829. The level wise enrolment figures are given below:

Table 3.3: OBE Enrolment Data during the Year 2005-06

Level A	Level B	Level C	Total
19459	4044	3326	26829

(iii) Academic Activities

Curriculum

The OBE programme is based on academic freedom of the learner. Openness is reflected in the fact that AAs have the freedom to choose their own books and methods of teaching. The NIOS curriculum is at present available in Hindi, English and Bengali mediums. The efforts to translate the Curriculum in other languages are under way.

The learners have a learning package of their choice comprising academic and vocational subjects. Four subjects are offered at level A, and five subjects are offered at levels B and C.

Material Development: Academic and Vocational Courses

While NIOS sets a minimum standard through the curriculum, the curriculum transaction is carried out by the accredited agencies themselves. While some agencies choose to use NCERT/SCERT books, others use the books of the State Departments. Some Agencies have developed their own books. Some Agencies seek resource support from NIOS to develop their books.

Examination Process

In order to strengthen the examination processes, the NIOS has developed detailed guidelines for conduct of examinations. These guidelines contain instructions about question paper setting, seating plan, invigilation and result preparation.

Further in order to streamline the process of preparation of examination result, a computerised Format for the OBE Result was prepared by NIOS. This format alongwith the programme software was made available to all the accredited agencies with a view to bring uniformity. The format, available on the NIOS website, can be downloaded by the accredited agencies in English and Hindi versions.

Certification

NIOS finalises Joint Certificates as per the Result Gazette sent by Accredited Agencies. The level wise certification of OBE learners till 31 March 2006 was 79915 for OBE (Adults) and 55,514 for OBE (elementary). Upto March 2006, 1,35,429 OBE learners were issued Certificates.

Table 3.4

Status of Learners Certified (Year Wise) (Status as on 31 March 2006) I. Learners Certified Under OBE (NGOs) Programme

Level	2001-02	2002-03	2003-04	2004-05	2005-06	Sub Total
A	496	6548	5686	2734	12241	27705
B	734	4345	4391	2574	4809	16853
C	271	1022	2919	3540	3204	10956
Total	1501	11915	12996	8848	20554	55514

II. Learners Certified Under NLM Programme

Level	2003-04	2004-05	2005-06	Total
A	7967	32005	30058	70030
B	—	—	9885	9885
	7967	32005	39943	79915

III. Grand Total of Certificates Issued under OBE Programme

1.	OBE (Elementary)	55514
2.	OBE (Adult)	79915
	Grand Total	135429

IV . Networking with States and Government Agencies

In order to ensure participation of the State Governments in OBE programme, NIOS had decided that a state level Nodal Agency would be identified in each State and the programme would be run in collaboration with the concerned agency.

The Government of Rajasthan identified the State Literacy Mission Authority as the Nodal Agency with the district level agency being the Zila Saksharta Samiti. In West Bengal, the State Government through Department of Mass Education identified the State Literacy Mission Authority as the Nodal Agency for running the OBE programme. In Haryana, the programme is being run through the Haryana Prathmik Shiksha Pariyojna Parishad (HPSP), which is the Nodal Agency under the 'Sarva Shiksha Abhiyan' (SSA). All DIETS, which are accredited as AAs, and other NGOs will work with the HPSSP.

V. Future Thrust

The NIOS plans to work closely with the National Literacy Mission for promotion of achieving a sustaining Continuing Education Programme. The OBE as an equivalency programme would be strengthened and SLMAs and other NLM supported bodies would be involved in the OBE programme. The NIOS would provide academic and technical support for implementation of the programme.

The present OBE programme is supported financially by NIOS. In future, the NIOS would seek funds from the Government of India to support this programme so that the outreach may be increased.

◆ *NIOS-MHRD Collaboration for the Open Basic Education (OBE) Programme for Adults*

At the instance of the Government of India, Ministry of Human Resource Development (MHRD), NIOS has prepared a Framework and Plan of Action for Implementation of Open Basic Education (OBE) Programme for Adults

for three years. The project is to be conducted jointly by MHRD and NIOS. The Programme was discussed in the Project Approval Committee (PAC) Meeting in the Department of Elementary Education, MHRD held on 23 February, 2006.

The PAC asked the NIOS to furnish the Evaluation Report of OBE programme in Rajasthan. Arrangements are being made to send the UNESCO Evaluation Report on OBE to MHRD. A write-up on UNESCO projects assigned to NIOS is also being supplied.

3.2 Secondary and Senior Secondary Education

3.2.1 Revision of Course Materials

During the year 2005-06, revision of course materials in different subjects at Senior Secondary level was in progress. A number of lessons were reviewed and edited in different subjects at Senior Secondary level. A workshop on the National Curriculum Framework (NCF) was organised by the NIOS at its headquarters. The objective of the workshop was to discuss the NCF-2005 brought out by the National Council of Educational Research and Training (NCERT), particularly in the context of Open Schooling. As a follow up, curricula in different subjects at Senior Secondary level were reviewed and changes were carried out.

3.2.2 Review of Course Materials

The course materials in different subjects at the Secondary level in English and Hindi mediums were reviewed in the light of societal concerns, gender bias, etc. Based on review, corrections were carried out in different subjects at Secondary level in both mediums. The course material in the subject of Indian Culture and Heritage (ICH) at Secondary level was reviewed exhaustively and the books were revised.

The existing course materials in different subjects in both mediums at Senior Secondary level were reviewed in the light of societal concerns such as promotion of secularism, social justice, national integration, factual mistakes, gender biase, etc. Based on review, corrections were carried out in the Hindi and English versions of the material.

3.2.3 Development of ODES Items at Senior Secondary Level

With a view to launch the On Demand Examination System (ODES) at the Senior Secondary Stage, items in the subjects of Business Studies, Accountancy, Mathematics, Hindi, English, Home Science, Political Science, History, Economics, Biology and Chemistry were developed in English and Hindi versions based on the existing course materials.

3.2.4 Development of Tutor Marked Assignments (TMA)

Tutor Marked Assignments (TMA) were developed in Hindi and English mediums in different subjects at Secondary and Senior Secondary level for the year 2005-06 for use by NIOS learners.

3.2.5 Marking Schemes

Meetings for standardisation of Marking Schemes in different subjects at Secondary and Senior Secondary level were organised for the April 2005 and the October 2005 Examinations.

3.2.6 National Science Popularization Programme

The National Science Day 2006 was celebrated in the Study Centres and at the Headquarter of NIOS.

Virtual Classrooms

In an effort towards optimum utilisation of Information and Communication Technology, (ICT), NIOS is experimenting on the feasibility of introducing Virtual Classrooms for NIOS learners. In this context, an online demonstration programme was organised at its headquarters on 23rd August 2005. A lively interaction took place between the NIOS officials and the students of Liberty High School, Ohio University, USA.

Training Programme on E-Learning

A Training Programme on E-learning was organised by the Commonwealth of Learning (COL), Commonwealth Educational Media Centre for Asia (CEMCA) for the Central Institute of Educational Technology (CIET), NCERT and the National Institute of Open Schooling (NIOS) from 30 January 2006 to 3 February 2006 at New Delhi. Three faculty members from the Academic Department, NIOS participated.

3.2.7 Regional Language Programme

Under the Regional Language Programme, NIOS conducted the following programmes and activities during the year 2005-06

- ◆ Development of **Arabic** language as a subject was initiated, curriculum developed, lessons allotted and written; review meetings held for the same.
- ◆ **Oriya** language as a new subject at Secondary level was introduced in the year 2005-06.
- ◆ Work to constitute a Curriculum Committee for development of **Tamil** Language at Secondary level was initiated.
- ◆ The Curriculum Committee for the development of a new course in **Persian** language at Secondary level was constituted.
- ◆ Revision of **Kannada** language curriculum at Secondary level was initiated. The draft curriculum was finalized and the text selection process was started.
- ◆ A Curriculum Committee for revision of **Gujarati** language curriculum was constituted.

For the Regional Mediums, the following activities were completed:

- ◆ **Gujarati**

The translation work in Gujarati of the Instructional Material of Science, Social Science, Maths, Business Studies, Psychology, and Home Science was completed and DTP work was in progress. Revised course in ICH has been sent for translation.

- ◆ **Telugu**

The work of Translation in Telugu, the material of Mathematics, Economics and Practical Manual in Home Science was completed and DTP work has been completed. The CRCs of the all materials were sent for printing.

- ◆ **Marathi**

The work of translation in Marathi medium of the Instructional Material in Social Science (revised), Psychology, Science and Mathematics was completed and DTP work was also completed. The CRC of Revised course in Social Science, Mathematics, Psychology Book 1&2 and Science Book 1&2 and practical manual has been sent for printing.

Initiation of Oriya Medium

Work for initiation of the Oriya medium has started. The list of the experts who will be assigned the task of translating the study material in Home Science, Psychology, Indian Culture and Heritage, Mathematics, Science, Social Science, Business Studies and Economics has been approved by Director (Academic).

3.2.8 Meeting of Departmental Advisory Board (DAB) of Academic Department

The meeting of the Departmental Advisory Board (DAB) of the Academic Department was held on 30th December, 2005. The activities that had been taken up in the year 2005-2006 were reported and the proposed activities for the year 2006-2007 were discussed threadbare in this meeting.

The meeting of the Academic Council was held on 29th March, 2006. The programmes approved by the DABs of the different departments were further considered and decisions taken about the activities to be finally taken up in 2006-2007.

3.3 Vocational Education Courses

- ◆ **Admission**

Admissions to Vocational Education Courses of NIOS are open round the year. During the year 2005, admissions to various courses were done through a network of 908 Accredited Vocational Institutes (AVIs) all over India. The

total number of students admitted to vocational stream was 22,879. Table 3.5 shows the enrollment State /Union Territory wise.

Table 3.5 State wise Enrolment in Vocational Education Courses during 2005

S. No.	Name of the State	Enrolment in Vocational Courses	Percentage of Students vis-à-vis Total Enrolment
1.	Andhra Pradesh	587	2.56
2.	Assam	89	0.38
3.	Bihar	312	1.36
4.	Gujarat	187	0.81
5.	Haryana	1258	5.50
6.	Himachal Pradesh	688	3.00
7.	Jammu & Kashmir	504	2.20
8.	Karnataka	730	3.19
9.	Kerala	2988	13.07
10.	Madhya Pradesh	1911	8.35
11.	Maharashtra	422	1.84
12.	Orissa	325	1.42
13.	Punjab	718	3.14
14.	Rajasthan	466	2.03
15.	Tamil Nadu	1621	7.09
16.	Uttar Pradesh	2138	9.35
17.	West Bengal	814	3.56
18.	Chandigarh	265	1.15
19.	Goa	38	0.16
20.	Pondicherry	0	-
21.	Delhi	5921	25.90
22.	Uttaranchal	581	2.54
23.	Jharkhand	80	0.34
24.	Chhattisgarh	216	0.94
25.	Daman & Diu	-	-
26.	Manipur	-	-
27.	Meghalaya	-	-
28.	Nagaland	-	-
29.	Arunachal Pradesh	-	-
Total		22,879	100%

Table 3.6 Region wise Enrollment in Vocational Education Courses

Sl. No	Region	Enrollment
1.	Hyderabad	1265
2.	Pune	554
3.	Kolkata	938
4.	Guwahati	89
5.	Chandigarh	2467
6.	Kochi	4103
7.	Delhi Zone-I	2848
8.	Jaipur	637
9.	Patna	360
10.	Allabhad	431
11.	Delhi Zone-II	7039
12.	Bhopal	2148
Total		22879

If we look the region wise enrollment trends, the highest enrollment was in the Delhi Region followed by Kochi region and Chandigarh region. The Guwahati region had the lowest enrolment.

Table 3.7 Year wise enrolment in Vocational Education Courses

Year	Enrolment increase	Percent
1997-1998	5,822	(+)51
1998-1999	7,164	(+)23
1999-2000	10,611	(+)48
2000-2001	12,026	(+)13
2001-2002	17,770	(+)48
2002-2003	22,321	(+)26
2003-2004	21,211	(-)5
2004-2005	20,985	(-)1.1
2005-2006	22,879	(+)8.9

The enrolment of students in the vocational education courses has been progressively increasing for the last few years except for slight decrease in the years in 2003-04, 2004-05. Table 3.7 shows the trend.

Table 3.8 Course-wise and Trade-wise Enrolment of Student in Vocational Courses during 2005

S. No.	Course	Total
Six Months Courses		
1.	House Wiring & Electrical Appliances Repairing	269
2.	Motor and Transformer Rewinding	86
3.	Radio and Recorder Repairing	20
4.	TV Repairing	68
5.	Cutting and Tailoring	1347
6.	Dress Making	127
7.	Certificate in Basic Computing	163
8.	Plumbing	88
9.	Beauty Culture	1454
10.	Certificate in DTP	456
11.	Certificate in Yog	759
12.	Certificate in Security Services	1348
13.	Certificate in Computer Hardware	140
One Year Courses		
14.	Electrical Technician	1863
15.	Radio and TV Technicians	474
16.	Cutting, Tailoring and Dress Making	1937
17.	Refrigeration and Air Conditioning	915
18.	Certificate in Computer Application	2963
19.	Certificate in Two Wheeler Mechanic	93
Life Enrichment Courses		
20.	Paripoorna Mahila	—
21.	Jan Swasthya (Community Health)	2540
Stand Alone Courses (Secondary Level)		
22.	Word Processing (English)	—
23.	Carpentry	29
24.	Solar Energy Technician	03
25.	Bio-Gas Energy Technician	—
26.	Laundry	09
27.	Jute Production	—
28.	Bakery & Confectionery	186
29.	Welding Technology	270

Stand Alone Courses (Sr. Secondary Level)		
30.	Typewriting (Hindi)	27
31.	Typewriting (English)	84
32.	Stenography (Hindi)	67
33.	Typewriting (Urdu)	—
34.	Secretarial Practice	36
35.	Word Processing	291
36.	Plant Protection	10
37.	House Keeping	79
38.	Catering Management	378
39.	Food Processing	27
40.	Hotel Front Office Management	10
41.	Play Centre Management	25
42.	Poultry Farming	—
43.	Preservation of Food & Vegetables	03
Package Courses		
44.	Secretarial Practice	519
45.	Gram Sakhi	22
46.	Diploma in Radiography (X-ray Technician)	90
47.	Certificate in Library Science	409
48.	Early Childhood Care and Education	2989
49.	Diploma in Modern Secretarial Practice	144
50.	Toys Making and Joyful Learning	06
51.	Diploma in Basic Rural Technology	29
52.	Certificate in Footwear Design & Production	10

There are certain courses which are very popular, Table 3.8 shows the course wise enrolment. Enrollment trends show that Early Childhood Care and Education, Cutting, Tailoring & Dress Making, Certificate in Computer Application, Jan Swasthya, Electrical Technician & Beauty Culture courses are the most popular courses among the students.

◆ Accreditation of Institutions

NIOS serves its vocational education stream students through a network of Study Centers known as Accredited Vocational Institutions (AVIs) for its vocational courses. Accreditation of the Study Centers is done after rigorous screening of applications on the basis of norms available for each course and also the reports given by the inspection teams after physically inspecting the institutions. Table below shows distribution of AVIs (Vocational Education Study Centers) state wise :

Table 3.9 List of AVIs State wise as on 31st March 2006

S. No.	Name of the State	Total No. of AVIs	SAIED* AVIs
1.	Andhra Pradesh	24	03
2.	Assam	07	
3.	Bihar	22	03
4.	Gujarat	09	—
5.	Haryana	43	—
6.	Himachal Pradesh	41	—
7.	Jammu & Kashmir	14	—
8.	Karnataka	23	02
9.	Kerala	91	04
10.	Madhya Pradesh	75	02
11.	Maharashtra	40	03
12.	Manipur	1	—
13.	Nagaland	1	—
14.	Orissa	27	04
15.	Punjab	13	—
16.	Rajasthan	27	—
17.	Tamil Nadu	50	02
18.	Uttar Pradesh	110	—
19.	West Bengal	23	05
20.	Andaman & Nicobar Inlands	1	—
21.	Chandigarh	05	—
22.	Jharkhand	18	01
23.	Goa	05	01
24.	Chhattishgarh	14	—
25.	Pondicherry	02	—
26.	Uttaranchal	19	—
27.	Delhi	200	07
28.	Overseas (UAE)	03	
Total		908	37

* SAIED : Special Accredited Institution for Education of Disadvantaged.

◆ Meetings of the Coordinators of AVIs

The NIOS organised Orientation Programmes for the Coordinators of Study Centres (AVIs) in order to facilitate the work of Study Centres and make them acquainted with the changes taken place in the scheme of studies as well as in other activities of NIOS.

The main objectives of these meetings were:

- To acquaint the participants with various aspects of Open Vocational Education programme.
- To discuss the difficulties faced in implementation of vocational education programme.
- To identify the issues and problems of AVIs and discussion on possible solutions.
- To provide information on the courses under development.
- To identify new and innovative vocational education courses which may be developed in future.

These Orientation Programmes for the Coordinators of AVIs were held at the under mentioned venues.

S. No.	Regional Centres of NIOS	Venue	Date of Meeting
1.	Pune	Pune	25.06.2005
2.	Hyderabad	Hyderabad Bangalore	27.06.2005 11/12.08.2005
3.	Patna	Patna	05.07.2005
4.	Kolkata	Kolkata	07.07.2005
5.	Guwahati	Guwahati	08.07.2005
6.	Jaipur	Jaipur	15.07.2005
7.	Delhi Zone I	Delhi	18.07.2005
8.	Chandigarh	Chandigarh	20.07.2005
9.	Allahabad	Allahabad	25.07.2005
10	Delhi Zone II	NOIDA Haridwar	29.07.2005 31.08.2005
11.	Kochi	Kochi	26.08.2005

In these programmes, matters related to examination, administration and vocational academic issues were discussed and problems were solved. Besides these, matters related to procedures for admission and accreditation were also explained to the Coordinators.

◆ **Future Thrust**

In keeping with the larger objectives of the Tenth Five Year Plan, the future thrust of the NIOS vocational courses is on training of educated unemployed youth for meaningful, skill oriented employment. In the coming years, the plans for course development include launching of traditional as well as non-traditional technology oriented and competency based courses.

Vocational Education Courses for girls and women as well as for disadvantaged sections of society are envisaged. In order to reach the rural community, vocational courses pertaining to rural development are being identified. Expansion of AVIs as well as linkage with industry, market and service sector has been planned. Training programmes for these and other personnel have also been visualised for the coming years. In short, the thrust of the future vocational education programmes is towards developing, relevant and dynamic programmes for imparting vocational and life skills to learners of the NIOS.

NIOS is developing strategies for providing vocational training to rural youth (men/women) and for this purpose collaboration and networking is to be established at grass-root level.

- ◆ **Curriculum Framework in Vocational Education** – The NIOS has initiated an exercise to develop a Curriculum Framework for Vocational Education through open and distance learning mode. The NIOS has conducted workshops in March 2005 and October 2005 in which experts from NCERT, PSSCIVE, NITTTR Bhopal, Technical Education Department, Govt. of Delhi, Board of Technical Education Delhi, IGNOU and Industry were invited to deliberate and frame broad guidelines. The Curriculum Framework is to be finalized by the end of July 2006.
- ◆ **The NIOS in collaboration with Commonwealth of Learning organized an International Conference**, on “Vocational Education and Training through Open Schooling: Challenges and Future Strategies” at Kovalam, Kerala from 8 to 10 February 2006. The delegates during the technical sessions suggested solutions to certain challenges being faced by the Open Vocational Education and Training. The NIOS is preparing a time bound action plan to implement the recommendations of the conference. A detailed write-up about this conference is included in Chapter 8 on "International Relations”.
- ◆ **Collaboration/Partnership for the purpose of improvement of quality of training and recognition of the courses.** With a view to bring about an improvement in the quality of training being imparted, and to get recognition and the importance of the vocational education and training through ODL mode, NIOS has initiated action for

collaboration/partnership with various statutory bodies or organizations, the details of which are given below:

- (a) **Partnership with CII** – The NIOS has entered into a dialogue with CII for the purpose of NIOS – Industry partnership. As a first step in this direction, a Round Table Meet was organized in Dec 2005 by CII at its Headquarters at Delhi where the representatives from some industries viz, Shree Ram Group, CISCO, TCS etc., some eminent academicians, and officers from the NIOS participated. The proposal for MACRO level and MICRO level interaction was also considered in the meeting.

As a follow up to this meeting, unit level interaction with Microsoft India in the month of December 2005 and with CISCO in the month of January 2006 was arranged by CII. During the course of discussion, the MICROSOFT assured to work out a scheme whereby some IT related courses could be identified depending on the market needs; and subsequently activities related to Curriculum/instructional material development, conduct of training, evaluation and examinations shall be conducted jointly by NIOS and Microsoft. CISCO has also submitted a proposal for running some on-line courses jointly at selected AVIs, which is under consideration.

- (b) **Partnership with IMA** - NIOS negotiated with the Indian Medical Association for running various para-medical courses under a joint collaboration. An MOU is in the process of being finalized, which contains the following salient provisions.

- ◆ The work of development of course curriculum and self learning study materials including practical manual, guidelines for internal assessment and audio/video programmes will be jointly undertaken by IMA and NIOS.
- ◆ A joint committee will be constituted for inspection of the institutes applying for accreditation with NIOS.
- ◆ The Examination Scheme will be as per NIOS norms. The theory examination will be conducted by NIOS and the list of experts who may be used as paper setters and evaluators will be sent by IMA. The Practical examinations will be conducted by IMA. Guidelines for internal assessment will be prepared jointly by NIOS and IMA.

- (c) **Partnership with the Rehabilitation Council of India (RCI)** - The NIOS took up the matter with RCI to collaborate and introduce need-based certificate level courses for developing human resource for physically challenged. The courses will be transacted in various accredited institutions through ODL mode, which are being run by RCI at its centers under the formal education system. The proposal is being examined by RCI.

(d) Discussion with AYUSH, Ministry of Health & Family Welfare

NIOS took up with AYUSH, Ministry of Health and Family Welfare to accord approval for introduction of a course in Homoeopathic Pharmacy. It was informed that the main aim of the NIOS to introduce the course is to provide qualified manpower for dispensing Homoeopathic medicines in Govt. Hospitals and Private Clinics all over the country. The proposal was well received by the Department of AYUSH. The Ministry has now forwarded the Curriculum of Diploma in Homoeopathy Pharmacy Course with the suggestion that the course may be appropriately modified to run as a Certificate Course in Homoeopathic Pharmacy. A committee of experts has been constituted to finalize the course curriculum. A similar course is being designed for Ayurveda to develop trained manpower for taking care of various aspects of Ayurveda.

◆ New Initiatives at a Glance

- Curriculum Framework in Vocational Education
- Collaboration/Partnership for the purpose of improvement of quality of training and recognition of the courses
 - Partnership with CII
 - Partnership with IMA
 - Partnership with Rehabilitation Council of India (RCI)
 - Discussion with AYUSH, Ministry of Health & Family Welfare

3.4 Media Support to Open Schooling Programme

3.4.1 Background

One of the major activities of the NIOS is to explore the facilities of Educational Technology to make distance learning a successful and rewarding effort. Audio and Video programmes are significant components of the multi-channel package offered by NIOS for its courses of study. The audio/video programmes supplement and complement the other channels of learning such as printed self learning material and personal contact programme. NIOS has developed Audio and Video programmes for Open Basic Education, Secondary, Senior Secondary and Vocational Education Courses.

The Objective of the Media Support programme are as follows:

- ◆ Production of Audio/Video programmes for NIOS learners.
- ◆ Broadcast and Telecast of Audio/Video programmes on different channels.
- ◆ Duplication of Audio/Video programmes to Audio Cassettes, VCDs etc., to enrich and reinforce the subject matter given in the study material provided to the NIOS learners.
- ◆ Production of Video Spots for publicity purpose.
- ◆ Video coverage of important functions/seminars, workshops, etc., for reference purpose.

3.4.2 Methodology

Based on the requirement of media support, the production strategy in NIOS is centered on the academic requirement. The content brief are prepared by the Academic Officers of NIOS. The production of video programmes is assigned to outside producers as per the stages given below :

- ◆ Preparation of Academic Briefs
- ◆ Academic Brief are given to the producer for Script Writing
- ◆ Approval of Script
- ◆ Submission of Budget by the producer
- ◆ Costing Committee meeting for approval of the Budget
- ◆ Placing order to the producer.
- ◆ COMPLETION OF LEGAL DOCUMENTS
- ◆ Shooting of film(s)
- ◆ Film Review Committee Meetings/Approval of Rough Cut
- ◆ Film Review Committee Meetings/Approval of Final Cut
- ◆ Checking and Receipt of Master Material (Tapes, VCDs)
- ◆ Release of payment.

3.4.3 Overview of Work Done

1. Production of Video Programmes

During the year 2005-06, the following Video Programmes were produced:

Films completed:

(i)	Psychology : An Introduction	- Psychology Hindi & English versions	
(ii)	Adjustment	- - Do-	-Do-
(iii)	Cognitive Development in Middle Childhood	- Home Science	-Do-
(iv)	Flowers	- OBE	-Do-
(v)	Chemical Equilibrium	- Chemistry	-Do-
(vi)	Volumetric Analysis	- - Do-	-Do-
(vii)	Components of Atmosphere	- - Do-	-Do-
(viii)	Understanding Colors	- Home Science	-Do-
(ix)	Assembling of Computer	- Vocational	-Do-
(x)	Ied-Gaah	- Urdu	Urdu
(xi)	Firaque Gorakhpuri ki Classical Shayri	- - Do-	-Do-
(xii)	Khuda-E-Sukhan Mir	- - Do-	-Do-
(xiii)	Ghalib ki Shayri	- - Do-	-Do-

Films under production:

1.	Children with Special Needs	- Home Science	
2.	Work Organization	- -Do-	
3.	How Color Works	- -Do-	
4.	Limits and Continuity	- Mathematics	
5.	Modules and Argand Diagram	- -Do-	
6.	Functions	- -Do-	
7.	Choosing Suitable Form of Business Organization	- Business Studies	
8.	Raising Funds for Business-I	- -Do-	
9.	Raising Funds for Business-II	- -Do-	
10.	NIOS Meritorious Students	- General	
11.	Common Problems of Elderly	- Vocational	
12.	Making Puppets	- -Do-	
13.	Handling Mail	- -Do-	
14.	Effective Power Point Presentation	- -Do-	
15.	Earthquake	- Geography	
16.	Chemistry of Colloids	- Chemistry	

Capsuling of Video Programmes

In order to feed the available time slots for telecast of NIOS programmes on Gyan Darshan and DD-I channels, 104 capsules of Video Programmes were produced.

2. Audio Programmes

Sixty four Audio Programmes/Tutorials were produced for the Open Basic Education (OBE), Secondary and Senior Secondary Education programmes. Of these, 36 programmes were produced in-house. 28 programmes were outsourced (12 Audio programmes in Marathi language, 10 Audio programmes in Telugu language and 6 Audio programmes for Adolescence Reproductive and Sexual Health (ARSH) project). 12 Audio programmes in Bengali language are under production.

3. EDUSAT Utilization

Satellite Interactive Terminals (SIT) have been installed at NIOS Studio and at five Regional Centers of NIOS (Pune, Hyderabad, Jaipur, Chandigarh and Kochi). A trial run for EDUSAT was made on 22 February 2006. Installation of SITs at 5 more Regional Centers is under process.

Through EDUSAT, NIOS Studio was connected with the Regional Centres of NIOS at Hyderabad and Chandigarh on 9 March 2006. Learners from 3 study centres of NIOS were called at these Regional Centers and a Science Quiz programme was organized.

4. Training

Script Writing Workshops

- ◆ A three day workshop on 'Content Generation for EDUSAT' was organized from 18 to 20 May, 2005 by the Media Unit of NIOS in collaboration with DECU-ISRO, Ahmedabad. Two resource persons, Shri Nitin Bhavasar and Shri Afzal Subedar, from ISRO were invited. The faculty members along with one outside expert in each subject participated in the workshop.
- ◆ Another two day script writing workshop was organized by the Media Unit from 2 to 5 December, 2005. The faculty members (Academic and Vocational) and 3 participants from State Open Schools (SOSs) Bhopal and Jaipur participated. Prof. M.A. Mathew and Shri B. Diwaker, Reader, MCRC, Jamia Milliyya Islamia University were the Resource Persons. Four scripts were developed. The script on 'Earthquakes' was declared best among all the four.

5. Outcome/Use of Outcome

- ◆ The Audio/Video programmes produced by NIOS are sent to the Study Centres of NIOS for use in Personal Contact Programme (PCPs).
- ◆ The learners can take the cassettes of audio/video programmes on loan for a week from study centres.
- ◆ The video programmes were telecast on the National Channel of Doordarshan (DD-1) every Friday from 5.02 a.m. to 5.25 a.m. and on the Educational Channel "Gyan Darshan" everyday from 6:30 p.m to 7:00 p.m.
- ◆ The Audio programmes were broadcast on Gyan Vani (FM Channel) at 106.5 MHz every Friday, Saturday and Sunday from 8.30 a.m. to 9.00 a.m. and repeat broadcast from 4.30 p.m. to 5.00 p.m.
- ◆ The audio cassettes and VCDs of Audio/Video programmes are available for sale. A comprehensive list of the Audio Cassettes and VCDs is available on the NIOS Website for the benefit of NIOS learners and others.

6. Other Activities

◆ Video Coverage/Spots

The Media Unit arranged 31 Video coverages of various National and International programmes organized by NIOS.

One Video Spot was produced for publicity of NIOS programmes.

◆ Participation in Educational Video Festivals

NIOS sent the following video programmes as entries in the 11th Children's Audio Video Festival organized by CIET, NCERT:

- 'Classification of Organisms – Animalae' under the category "Best Video Programme for Senior Secondary Education".
- 'Beyond the Iron Curtain', under the category "Technical Excellence in Best Graphics/Animation".
- 'Samridh Jiwan Ki Kunji – Yog' for the Panorama Section.

NIOS participated in the 18th UGC-CEC Educational Video Competition with its Video Programme titled 'Classification of Organism -Plantae' under the category of the Best Educational Programme for Children.

- ◆ **Duplication/Distribution of Programmes**

- A total number of 5250 copies of Audio programmes were made. It includes 100 copies of programme on HIV-AIDS under ARSH project, 150 copies of programmes on Music Education and 5000 copies of programme on Hindi for Open Basic Education (OBE) programme. These cassettes have been sent to various Study Centers.
- 11386 copies of VCDs were distributed to various Study Centers (AIs and AVIs).

7. Future Perspective

- ◆ The Media Unit of NIOS has planned to give significant thrust to audio/video programme production in the coming years. A gradual expansion in the in-house production programme capacity is envisaged. In the coming years, on an average 2 video programmes/tutorials and 8 audio programmes are being planned to be produced every month in the NIOS Studio. The programme production would be outsourced to competent Producers/Production Houses. A good bank of audio/video programmes is proposed to be built by NIOS so as to meet its ever increasing telecast commitments for Gyan Vani, Gyan Darshan and DD-I.
- ◆ NIOS is exploring the concept of Interactive Classrooms on SIT based network under EDUSAT. The Interactive Classroom would involve experts from different Vocational and Academic streams giving lectures and demonstrations in NIOS Studio and answering the queries of not only those present in the studio but also of NIOS learners/viewers in different locations through Video Conferencing/Teleconferencing mode.
- ◆ Marketing of Audio Cassettes/VCDs at National and International level.

3.5 Open Learning : A Half-Yearly Magazine of NIOS

The National Institute of Open Schooling (NIOS) has been bringing out a half-yearly magazine titled "Open Learning" which is generally meant for its newly enrolled students. The "Open Learning" magazine includes articles in Hindi and English which create awareness of the cultural heritage of the country, socio-economic environment prevalent, advancements in Science and Technology and other fields, and such other materials that will prepare the students both for life and career. Articles on Science, Health Family Welfare, Career Planning, Population Education, Pollution, Eminent Personalities, Human Rights, Gender Issues, Constitution etc., are also published. Two issues of the "Open Learning" Magazine were prepared during the year 2005-2006.

4. Life Enrichment Programme

4.1 Education is like teaching one to fish

In the long term, we ought to be able to fish in different waters and all seasons, and constantly developing new techniques to increase our catch.

NIOS believes in building this analogy further by providing enrichment programmes to help shape a holistic form of modern-day education. We could be expecting a more responsible and humane "fisherman". This unique programme has been developed by NIOS to specially cater for its students - shaping students with a difference.

Besides the Academic and Vocational Education courses for various stages of school education, the NIOS continued developmental activities in respect of the Life Enrichment Programmes (LEPs) for varied clientele, such as **performing Arts (Music, Dance, Painting), Jan Swasthya (Public Health), Paripurna Mahila (Empowered Women), Yog and Jeevan Vigyan.**

Life Enrichment Programmes that boldly addresses the educational, social, cultural, and recreational needs of the under-represented and marginalized have potential to assist individuals in the community to enjoy leisure and recreational pursuits to elevate and strengthen skill development, promote self-esteem and build self-confidence.

While each programmes vary in size, structure and focus, they share the same goal of improving the educational status of an individual and contributes to enrich the lives of others in a humane manner.

Brief information about the Life Enrichment Programmes offered by NIOS is as follows.

4.2 Performing Arts Education (Music, Dance and Painting)

Performing Arts (Painting, Music and Dance) is a powerful way of self expression providing a sense of fulfillment and achievement. Performing Art is not just a form of art but it is a way of life. Values and Culture are inbuilt in this form.

Painting course is aimed at providing necessary inputs of practical work

and skill and familiarizing the learner with the theory of art through ages. Music has the power to familiarizing the learner with the theory of art through ages. Music has the power to take any living being towards joy and pleasure. This course will help in development of the learner of basic knowledge and initiation to the art and science of music.

The new Academic Course in Painting for Senior Secondary level which was offered to the NIOS learners from the session 2004-2005 is receiving good response from NIOS learners.

During the year 2005-2006, the enrolment in Painting Academic Course for Senior Secondary level was 3484 in Hindi Medium and 1167 in English medium. In April 2005 examination, in all 1617 learners appeared and the pass percentage was 65.18. Similarly, during October, 2005 examination, 397 candidates appeared and the pass percentage was 72.8.

A new course in Painting for Secondary level is also being developed for NIOS learners and this course will be offered to the NIOS learners.

A new six month Certificate Course in Carnatic Music is being developed and it will be ready to be offered to the NIOS learners soon.

4.3 Jan Swasthya

Life enrichment course in Jan Swasthya is under revision. It is one year course with theory weightage of 40% and practical weightage of 60%. The course has 3 subjects, namely, Basic Life Science, Maternal and Child Health, and Diseases and its Prevention. The course is available to those who are 10th class pass. It is expected that this programme will be able to train and prepare skilled Health Workers. These trained persons will work in the community as Health Workers. They will also work as facilitators for creating health awareness, knowledge of Healthy Environment, Health and Hygiene, First Aid and Assist in getting appropriate treatment in emergency situations.

After passing, through this course, the trainees will have job opportunities as an Assistant/Health Worker in the Community or Hospital settings such as in Hospital, Nursing Homes, and Health Clubs etc.

4.4 Yog

Yog was initially developed in Hindi and is now translated from Hindi to English. A separate Module on Yoga is also developed for inclusion in the Care of the Elderly, taking into consideration the structural and physical changes in aged. The yogic exercises have been made simple and easy to practice. That will go a long way in transforming the life pattern of the elderly. A video programme named "**Samradh Jeevan Ki Kunji-Yoga**" is being developed for the same. There are 7 series in this programme.

4.5 Paripurna Mahila

Life enrichment programmes "Paripurna Mahila" is also being taken up for revision. The programme aims at empowerment of women.

5. Special Programmes

Adolescence Education Programme

5.1.1 Backdrop

The National Institute of Open Schooling (NIOS) started working on Population and Development Education Project (PDEP) from January 1999 with funding from the Union Ministry of Human Resources Development (MHRD). The PDEP, one of the important programmes of the Tenth five Year Plan, has now evolved into the Adolescence Education Programme. It aims at effective integration of population and development as well as reproductive and sexual health concerns in the content and processes of school education and teacher education. The aim of this MHRD-UNFPA programme is to increase students awareness about these concerns and develop among them positive attitude and necessary skills enabling them to take informed decisions.

5.1.2 The Goals

NIOS has launched the Adolescents Reproductive and Sexual Health Education Programme (ARSH) under the Adolescence Education Programme (AEP) with the aim of providing adolescent learners necessary skills that will assist them in informed decision-making.

The goal of AE programme is to:

- ◆ create awareness of reproductive and sexual health related concerns of the adolescent learners,
- ◆ forewarn the learners about the problems that they are likely to face in everyday life,
- ◆ strengthen their life skills which will help them make informed decisions, and
- ◆ develop a positive attitude regarding these issues amongst learners.

5.1.3 Vision of AEP

Empowerment of adolescents through education and life skill development to make informed choices, keep off infections like HIV/AIDS, and adopt a responsible behaviour leading to a healthy learning society.

5.1.4 Programmes and Activities

The key issues to be addressed under AEP have been identified. These issues formed the basis of criteria for analyzing the study materials and identifying gaps.

5.1.5 Key Issues for Adolescence Education

- ◆ Process of Growing up
 - Understanding dimensions of health: Concept of physical, mental and social health
 - Eating wisely: Nutrition
 - Adopting hygienic practices: Personal Hygiene
- ◆ Adolescent Reproductive and Sexual Health
 - Postponing early marriage and pregnancy: Teenage pregnancy
 - Having children by choice, not chance: Abstinence, Contraception and Conception
 - Adopting safe, informed sexual behavior: Sexuality
 - Avoiding maternal morbidity and mortality: Safe motherhood
 - Addressing sexual harassment and violence
- ◆ RTI, STD, HIV/AIDS
 - Prevention and treatment of Reproductive Tract Infections and Sexually Transmitted Infections
 - Prevention of HIV/AIDS
- ◆ Substance Abuse
 - Practicing refusal skills for Substance Abuse.

5.1.6 Strategies of Integration

NIOS has decided to make educational interventions through curriculum for effective integration of Adolescence Education issues for the out-of-school youth. These interventions have been proposed in the curriculum and the study materials. The material will be developed keeping the Life Skills approach in view. To create an enabling environment, development of advocacy material has also been proposed.

A three-pronged implementation strategy has been proposed to meet the requirements of both the existing open school education system and the ARSH needs. These are through :

- Curricular intervention
- Life Skills development
- Advocacy

5.1.7 Curricular Intervention

There are three main ways to implement skill-based health education within schools.

- **Separate Subject** – as a specific subject to address one issue or, more commonly, a range of inter-related health and social issues
- **Single “Carrier” Subject** – placed within an existing subject, which is relevant to the issues, such as civic education, science, social studies, or Home Science.
- **Infusion or integration across many subjects** – included in all or many existing subjects through regular classroom teachers.

Life skills are best taught as a discrete module in the context of other issues considered relevant or related in the lives of children and young people. NIOS offers a basket of twenty-six courses at secondary level and twenty-five courses at senior secondary level. A learner may choose any five subjects with only one language compulsory. Keeping this unique feature of open schooling in view, NIOS has proposed infusion or integration across many subjects to achieve effective placement of AE issues within curriculum. It has been proposed to use other modes of distance education like audio, video, CDs, interactive voice response system (IVRS) and internet/ website for effective dissemination of ARSH related information.

5.1.8 Life Skills Development

WHO has defined Life Skills as the ability for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life.

NIOS recognizes that Life Skills development leads to empowerment. It is proposed to focus on the development of the following life Skills.

- Communication Skills
- Thinking Skills
- Negotiation Skills

5.1.9 Advocacy

Organizing advocacy programmes to create an enabling environment is a very important aspect for successful implementation of this adolescent education programme. It is the endeavour of NIOS to involve all the stakeholders while addressing the adolescents' reproductive and sexual health concerns.

5.1.10 Work done during 2005-06

The Syllabi, curricula and study materials of the National Institute of Open Schooling were content analyzed for identifying gaps and developing strategies for effective integration of adolescence education (AE) elements in them.

- Workshops were organized in the subjects of Life Sciences, Home Science, Hindi and English to identify the gap areas.
- Advocacy material- Folders and Bookmarks were published in Hindi and English to sensitize the stakeholders and to create an enabling environment
- HIV/AIDS related content was developed and the information on ARSH issues was uploaded on the NIOS website.
- Audio programmes on ARSH issues were developed. The programmes were produced and broadcast through FM Gyanvani.

5.1.11 Agenda for 2006-07

- AE elements to be integrated in syllabi and study materials of secondary and senior secondary stages of open school education in a phased manner.

- Installation of IVRS for open schooling learners.
- Development and production of audio/ video support material.
- ARSH related information to be posted on NIOS website.

5.2 Education of the Disadvantaged

In the area of education of differently abled children, initiatives have been taken in the following areas :

- (i) Self-Instructional study material
- (ii) Fees
- (iii) Capacity building
- (iv) Inclusive Education

Self-Instructional Study Materials

It is a priority to develop a relevant, need-based and user friendly curriculum that will not only make education more accessible to learners with disabilities but also serve to retain them in the learning process and achieve educational goals. Towards this, the following have been done :

- * A panel of experts in each disability has been constituted to advise and recommend adaptations in self-learning materials.
- * Learning material for ten subjects at the secondary level have been printed in Braille.
- * A Vocational Education Course on 'Ear Mould Technology' is under development for the learning impaired learners.

Fees

NIOS does not charge tuition fee from the disabled learners upto the senior secondary level. This has been done to encourage greater participation of persons with disabilities, especially those belonging to the economically weaker sections and those from the semi-urban/rural areas. This is also in consonance with the PWD Act 1995, Chapter-IV, Section 26(I), "all persons with any or more disabilities shall have the right to have access to free education in an appropriate environment till the age of 21 years or completion of senior secondary education, whichever is earlier". Accordingly, only a nominal fee is charged for supply of study materials, audio/video cassettes and for student support services.

Capacity building

There is an imperative need to train personnel working with people with disabilities. The basic ground work has been done for organizing training sessions for teachers through tele conference/edusat, in collaboration with IGNOU. This will be a cost effective means of covering a large number of teachers within a short span of time.

Inclusive education

In consonance with National Policy on Education of the Disabled, a National level conference is being planned to be held next year. The objective is to draw up guidelines, in consultation with persons already engaged in disability education, for creating an inclusive environment for the disabled learners at all study centres across the country.

6. Student Support Services

In Open and Distance Learning System, learner - support is of paramount importance. Such support is provided through various services to:

- help learners learn well by providing timely and proper academic support,
- facilitate learners in solving their problems by the study centers/ learning centers established by the providing institution,
- coordinate and monitor the establishment, working and management of the study centers.

NIOS provides Student Support Services as under:

- Publicises about NIOS programmes and its working.
- Establishes study centers by accrediting recognized and reputed academic institutions all over the country, thereby building a network of Accredited Institutions (AIs).
- Enrolls and registers learners through Accredited Institutions of NIOS.
- Supplies self-study print material to learners through the study centers.
- Monitors functioning of the study centers and the Personal Contact Programmes (PCPs) at the study centers.
- Monitors Tutor Marked Assignments (TMA) for continuous assessment of the learners.
- Coordinates with the Regional Centers for timely and effective support to the learners.
- Deals with the problems and grievances of the learners.

6.1 Accreditation of Institutions

NIOS provides planned human support in different ways from the time a learner joins the system till the end of his/her successful completion. To provide this support along with the issue of easy access, NIOS considered utilization of existing available resources to provide better services by

accrediting institutions to be partners. Such partner institutions are called Accredited Institutions (AIs) and are spread all over the country. These AIs which function as study centers are usually formal schools that are recognized and affiliated to CBSE, ICSE and State Boards or reputed agencies involved in social and educational activities of disadvantaged and differently abled learners. The AIs assist NIOS in its various functions to reach out and to reach all.

Based on available infrastructure facilities and nature of the existing institutions, the AIs for Academic courses are categorized into three categories. Category-A having very good infrastructure and teaching staff can enrol upto 500 students. Category-B AIs can enrol upto 300 students. Category-C AIs are allowed to enrol only upto 150 students. NIOS has accredited institutions for regional mediums also like Marathi, Telugu, Gujarati, and Malayalam.

The types of schools/institutions that have become partners to function as AIs of NIOS include Government schools, Government Aided schools, Kendriya Vidyalayas, Navodaya Vidyalayas, Public and Private schools and Schools for special need.

Accreditation of the study centres is done after rigorous screening of applications on the basis of prescribed criteria and inspection of the institutions by a team of experts. In order to provide quality services through these AIs, norms for accreditation of institutions were reviewed and certain modifications, approved by the Departmental Advisory Board, were made. The Principal/ Vice-Principal of the school acts as the Coordinator of the AI functioning as the study center of NIOS. The core staff and teachers of the AIs work for NIOS programmes at the study centers in addition to their normal duties there.

The Application Form along with norms and procedures for accreditation is available at NIOS website <http://www.nios.ac.in> or <http://www.nos.org>. The Application Form is also available in a printed booklet form.

As on 31st March 2006, the total number of Accredited Institutes established in different parts of the country to conduct Academic Courses was 1815, which includes 33 Special Accredited Institutions for Education of the Disadvantaged (SAIEDs). In order to maintain quality and standard of the services provided by the AIs, 19 AIs were disaccredited on account of various irregularities. The state wise distribution of AIs as on 31.03.2006 is given in Table 6.1.

**Table 6.1: Total State-wise Distribution of AIs and SAIEDs
(as on 31.03.2006)**

Name of the State/U.T.	No. of AIs (including Regional Languages AIs)	No. of SAIEDS Sec./Sr.Sec.	Total
Andaman & Nicobar Islands	08	—	08
Andhra Pradesh	132	—	132
APO	3	—	3
Arunchal Pradesh	15	—	15
Assam	15	—	15
Bihar	73	3	76
Chandigarh	10	2	12
Chhattisgarh	12	—	12
Dadra and Nagar Haveli	—	—	—
Daman and Diu	1	—	1
Delhi	221	7	228
Goa	09	—	09
Gujarat	24	—	24
Haryana	200	—	200
Himachal Pradesh	45	—	45
Jammu & Kashmir	24	—	24
Jharkhand	61	2	63
Karnataka	16	2	18
Kerala	30	—	30
Lakshadweep	—	—	—
Madhya Pradesh	64	1	65
Maharashtra	142	1	143
Manipur	47	—	47
Meghalaya	8	—	8
Mizoram	11	—	11
Nagaland	16	—	16
Orissa	25	6	31
Pondicherry	2	—	2
Punjab	55	1	56
Rajasthan	53	—	53
Sikkim	8	—	8
Tamil Nadu	21	3	24
Tripura	6	—	6
Uttar Pradesh	247	2	249
Uttaranchal	91	—	91
West Bengal	62	3	65
Foreign Countries	25	2	27
Total	1782	35	1817

To cater to the regional needs, several AIs were established for programme delivery through regional mediums. These include 22 AIs in Marathi medium, 2 AIs in Telugu medium, 13 AIs in Urdu medium, 8 AIs in Gujrati medium, and 3 AIs in Malayalam medium.

6.1.1 Towards On-line Accreditation Procedure

In order to speed up the processing of applications for accreditation and to make it more transparent, the Department of Student Support Services (SSS Department) envisaged for on-line processing of the applications for accreditation. For this purpose, a committee comprising of officers from CBSE and NIOS was constituted. In the first meeting of the committee, various aspects like on line receipt of application, converting the application format electronically, display of the status of application, allotment of consideration number, acceptance of required documents and fee offline by post were discussed. A revised and updated application format for accreditation has been developed in electronic form. The Computer Unit of NIOS has designed this programme. The electronic form and on line processing of accreditation will be available from the year 2006-07.

6.1.2 District wise Mapping of AIs

The main objective of NIOS is to reach the unreached. NIOS has its study centers in almost all the states of the country. However, it was observed that there are several districts/areas in different states where NIOS could not reach so far. Keeping this in view, district-wise mapping of the existing AIs has been done during 2005-06 which indicates the unreach districts and the literacy rate of the district. On the basis of the district wise mapping of AIs, NIOS has identified unreached and educationally backward districts where special advocacy programmes are being organized.

6.2 Admission

During the year 2005-06, admission to various courses was done through the network of Accredited Institutions, working as Study Centres, all over India and abroad. Like any other year, admission to the academic courses of NIOS was open to one and all in the month of July, 2005 and continued till September 2005. During the year 2005-06, the total number of students admitted in various academic courses through different AIs was 2,67,026.

The NIOS has AIs in the Middle East (Dubai, Abu Dhabi, Muscat, Kuwait, Sharjah, Bahrain) and Nepal also. The aim of having the study centres outside India is to extend educational facilities through the open learning system to non-resident Indians and other nationals settled there.

The State/ Union Territory wise enrolment at Secondary and Sr. Secondary level is shown in the Table 6.2

**Table 6.2 : State/Union Territory wise Enrolment in
Academic Courses 2005-2006**

State/ Union Territory	Secondary Enrolment	Sr. Secondary Enrolment	Total Enrolment
Andaman & Nicobar Islands	1171	770	1941
Andhra Pradesh	1236	2918	4154
APO	9	37	46
Arunachal Pradesh	2225	801	3026
Assam	1304	1247	2551
Bihar	2851	2353	5204
Chandigarh	790	394	1184
Chhatisgarh	626	547	1173
Delhi	43663	34149	77812
Foreign Countries	488	551	1039
Goa	2232	437	2669
Gujarat	493	409	902
Haryana	21490	16725	38215
Himachal Pradesh	3992	9324	13316
Jammu and Kashmir	430	609	1039
Jharkhand	2137	1177	3314
Karnataka	397	520	917
Kerela	554	1742	2296
Madhya Pradesh	3583	1524	5107
Maharashtra	8860	3206	12066
Manipur	5062	4282	9344
Meghalaya	1174	18	1192
Mizoram	2184	990	3174
Nagaland	2463	969	3432
Orissa	2170	702	2872
Pondicherry	2	2	4
Punjab	6708	1972	8680
Rajasthan	2828	1542	4370
Sikkim	1441	760	2201
Tamil Nadu	271	244	515
Tripura	382	219	601
Uttar Pradesh	11584	13223	24807
Uttaranchal	6471	5083	11554
West Bengal	9166	5200	14366
All India SAIED	1396	547	1943
Total	151833	115193	267026

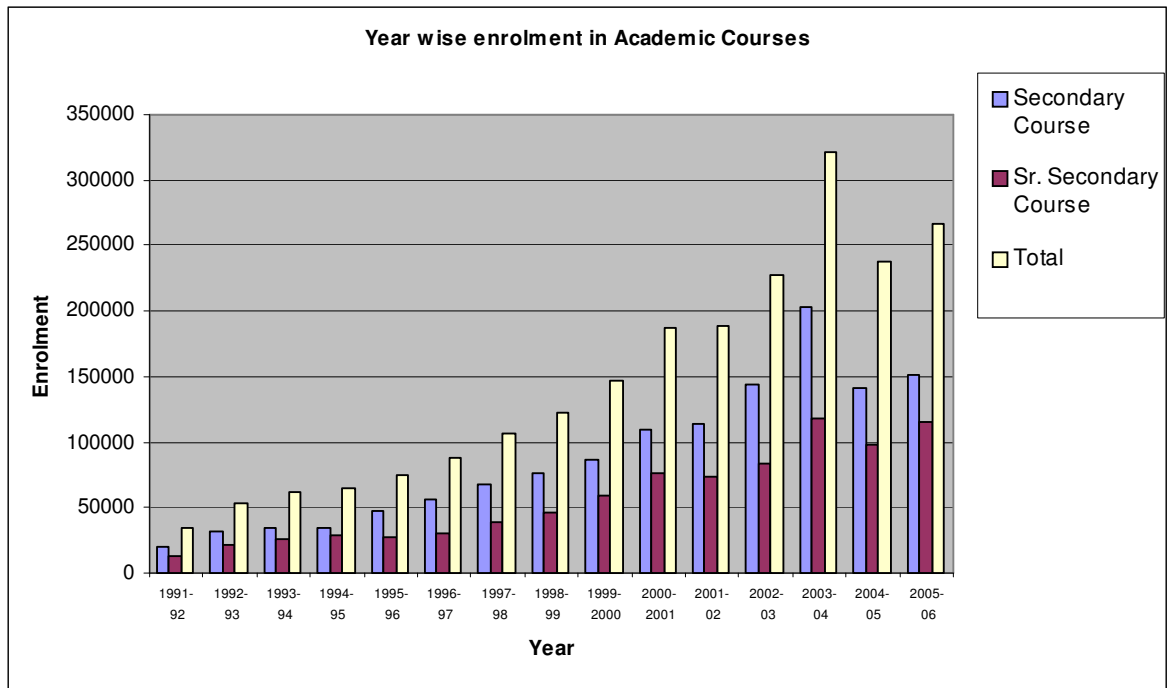
6.2.1 Academic Courses : Enrolment Trend

The year-wise enrolment in Academic Courses since 1991 is depicted in Table 6.3

Table 6.3. Year-wise and Course-wise Enrolment in Academic Courses from 1991-92 to 2005-06

Year	Foundation Course	Secondary Course	Sr. Secondary Course	Total	Growth %
1991-92	1020	20714	12690	34424	—
1992-93	1260	31375	20932	53567	55.60
1993-94	1408	35098	25777	62283	16.27
1994-95	815	34593	29054	64462	03.49
1995-96	596	47126	27711	75433	17.02
1996-97	504	56891	29861	87286	15.71
1997-98	431	67194	38835	106460	21.96
1998-99	855	75699	46172	122726	15.28
1999-2000	1080	86854	59580	147514	20.19
2000-01	1585	109213	75916	186714	26.57
2001-02	815	114272	72924	188011	0.69
2002-03	1087	143853	83122	228062	21.30
2003-04	—	203518	118236	321754	41.08
2004-05	—	140501	97568	238069	-26.00
2005-06	—	151833	115193	267026	12.16

The enrolment of students in the Secondary as well as Senior Secondary Courses has been generally increasing over the years. But due to the special measures to maintain the quality and standard of NIOS courses and its examination during 2004-05, there was a decrease in the enrolment as compared to the previous year. Again during 2005-06, there was an increase of 12.16% in the growth of enrolment.



6.2.2 Academic Courses: Student's Profile

During the session 2005-06, the course-wise, medium-wise and category-wise profiles of the learners are presented in Tables 6.4 to 6.7.

Table 6.4: Number and Percentage of Students Registered in Various Courses 2005-06

Course	No. of Students	Percentage
Secondary	151833	56.86
Sr. Secondary	115193	43.14
Total	2,67,026	100

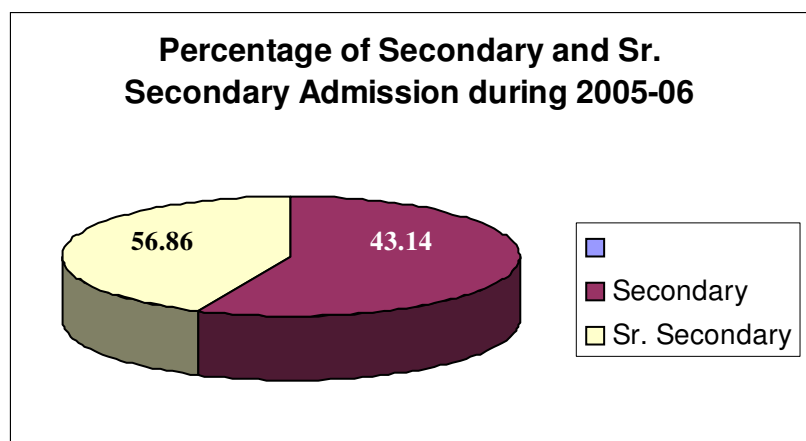


Table 6.5: Regional Medium-wise Distribution of Enrolled Students (2005-06)

Medium	No. of Students	
	Secondary	Sr. Secondary
Telugu	483	
Urdu	909	382
Marathi	1511	-
Malayalam	27	-
Gujarati	235	-
Total	3165	382

Out of the 3165 students who opted for regional mediums, at Secondary level, 909 students offered Urdu Medium, 483 students offered Telugu medium, 1511 students offered Marathi medium, 235 students offered Gujarati medium and 382 students offered Urdu at Sr. Secondary level.

Table 6.6 : Statement showing Category-wise Enrolment (2005-06)

S. No.	Category	Enrolment	Percentage
1	General	214667	80.39%
2	Scheduled Castes	30679	11.49%
3	Scheduled Tribes	19933	7.41%
4.	Ex-Servicemen	304	0.11%
5	Handicapped	1443	0.54%
	Total	2,67,026	100

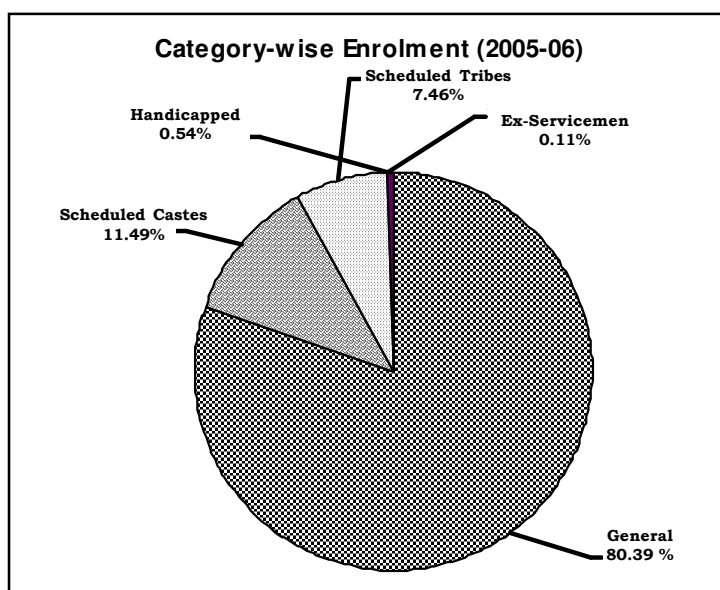


Table 6.6 indicates that out of 2,67,026 students enrolled for academic courses at NIOS, 214667 belonged to General category, 30679 belonged to SC category, 19933 belonged to ST category, 304 students were ex-servicemen and 1443 students were Handicapped.

Table 6.7 : Statement showing Gender-wise Enrolment (2005-06)

	Secondary	Sr. Secondary	Total	Percentage
Boys	102562	214667	182440	68%
Girls	49271	35315	84586	32%
Total	151833	115193	267026	100%

As shown in the Table 6.7, 68% male candidates and 32% female candidates were enrolled in different academic courses during 2005-06.

6.3 Transfer of Credit

The unique feature of NIOS is that it provided education to a large number of students who otherwise would have missed the opportunity to study further. Majority of these learners joined NIOS to avail the benefit of the prevailing flexibilities and be successful in life.

It is however pertinent to note that a lot of students under CBSE, ICSE or State Boards leave their studies every year out of frustration after having failed in the compartment examinations and they lose confidence to appear in all the subjects again. In order to give recognition to their past efforts and motivate them to continue their studies till they complete their course, Transfer of Credit (TOC) scheme was implemented for ex-NIOS, Ex-CBSE or State Board students from the session 1997-98. However the TOC of a subject is allowed only when it is according to the passing criteria of NIOS. Over the years it was noticed that some malpractices were taking place by way of producing fake mark sheets for the purpose of TOC. Therefore, the scheme of TOC was limited to only those Boards that agreed to verify the mark sheets submitted by the students seeking TOC at NIOS. During 2005-06, the benefit of TOC was given to the ex-students of CBSE, CISCE, UP Board, Uttaranchal Board and State Open Schools only as these Boards had agreed to verify the marks of the candidates of their Boards. 17,214 Candidates were granted TOC by NIOS during 2005-06 session.

6.4 Personal Contact Programme

The main characteristics of open learning system is to learn from self-instructional material at one's own pace and convenience. NIOS students study at their own using self instructional material. However, while learning

they do confront certain problems and need various types of help and guidance. For clarification of their doubts, NIOS conducts 30 Personal Contact Programme (PCPs) for non-science subjects and 35 PCPs for science subjects at the study center(s) on Saturdays, Sundays/other holidays or at any convenient time during week days. During Personal Contact Programme (PCP), learners meet each other as well as the subject teachers and seek their help. These are remedial and diagnostic sessions also.

The main objectives of PCP are:

- to clear doubts and solve problems that the learners face while studying the study material;
- to provide opportunity to learn through audio and video programmes;
- to provide feedback to the learners through assignments;
- to get additional learning material from the library of the concerned study centre;
- to interact with other learners; and
- to practice for mock examination.

All the Accredited Institutions were advised to display the Schedule of PCP on the Notice Boards meant for NIOS learners. They were also required to send a copy of the PCP schedule to the concerned Regional Centers.

In order to carry out this activity, NIOS makes payment to the study centres on pro-rata basis. During 2005-06, bills for Pro-rata payment for PCPs received from the study centres through the concerned Regional Centers were checked, processed and forwarded by the Department of Student Support Services to the Accounts Section for releasing payment.

6.5 Tutor Marked Assignments (TMAs)

NIOS has developed several means and strategies for effective learning by the learners. Tutor Marked Assignment is one such tool which plays a very important role in learning through open and distance learning (ODL) mode of education. Learners are encouraged to submit the assignments at their study centres. These assignments are evaluated and returned to the learners along with comments and suggestions. TMAs help the learner to know his/her progress and attainment level and develop regular study habits. The TMAs prompt learners to attend PCPs at the study centres thereby attempting to make them sincere and disciplined in their studies. These assignments prove

useful in designing remedial and diagnostic teaching learning programmes during PCPs.

The Department of Student Support Services at NIOS Headquarters coordinated the matters related to the TMAs with the Study Centers and Regional Centers of NIOS.

Like previous years, new sets of Tutor Marked Assignments in all subjects, both for Secondary and Sr. Secondary level, were prepared in 2005-06 by the Academic Department and were made available to the learners through the study centres and through the website of NIOS. The innovative feature of the TMAs was that each assignment in each subject had a question on investigatory project to be done by the learner. Although the awards of the TMAs have no weightage in the Public examinations, the grades of the best two assignments, out of three, submitted by the learner are considered and reflected in the mark sheet. The study centres send the award list to the Regional Center concerned, which in turn send these to the HQ. During 2005-06, the awards of the TMAs (from all the Regional Centers) were consolidated and the bills of the evaluators of the TMAs were checked, processed and forwarded to the Accounts Section for payment.

6.6 Recognition of the NIOS Courses

The NIOS has been conducting examinations at all India level from the year 1991 under the authority vested in it by the Government of India through a notification. The Council of Boards of Secondary Education (COBSE) and the Association of Indian Universities (AIU) have recognized the NIOS courses as equivalent to Secondary and Senior Secondary levels for admission to institutions of higher learning as also for employment through various agencies.

So far 143 Boards/Universities have recognised the NIOS courses. These include 23 Boards from 19 States/Union Territories, 111 Universities from 27 States/ Union Territories, and 9 other certifying institutions from 8 States/ Union Territories. During 2005-06 the remaining state boards were pursued and requested to accord equivalence and recognition to NIOS courses. The State-wise break up about recognition of the NIOS courses is given in Table 6.9.

Table 6.9: State-wise Break-up of the Boards/Universities/ Other Certifying Institutions recognising NIOS Courses (as on 31.03.2006)

Name of the State/U.T.	No. of Boards	No. of Universities	Other Certifying Institutions	Total
Andhra Pradesh	2	8	-	10
Arunchal Pradesh	-	1	-	1
Assam	1	2	-	3
Bihar	-	1	-	1
Jharkhand	1	4	-	5
Delhi	2	7	1	10
Goa	1	1	-	2
Gujarat	-	5	-	5
Haryana	1	5	1	7
Himachal Pradesh	1	2	-	3
Jammu & Kashmir	-	2	-	2
Karnataka	-	7	-	7
Kerala	-	5	-	5
Madhya Pradesh	1	7	1	9
Chhattisgarh	-	1	-	1
Maharashtra	1	8	1	10
Manipur	-	1	-	1
Meghalaya	1	-	-	1
Mizoram	1	-	-	1
Nagaland	1	1	-	2
Orissa	2	2	-	4
Punjab	1	4	-	5
Rajasthan	1	10	2	13
Sikkim	-	1	-	1
Tripura	1	1	-	2
Tamil Nadu	-	10	1	11
Uttar Pradesh	1	8	1	10
Uttaranchal	1	2	-	3
West Bengal	2	5	1	8
Andaman & Nicobar Islands	-	-	-	-
Chandigarh	-	-	-	-
Dadra & Nagar Haveli	-	-	-	-
Daman & Diu	-	-	-	-
Total	23	111	9	143

6.7 Orientation and Training Programmes

6.7.1 Orientation Programme for Coordinators of AIs

As in the past, NIOS organised Orientation Programme for the Coordinators of Study Centers (AIs) during 2005-06 also. This Programme was conducted to highlight policy and procedural changes decided by NIOS in the functioning of study centers. Other areas of concern related to examination, administration and academic matters were also discussed to enable the Co-coordinators to function effectively. Orientation Programmes for the Coordinators of AIs were held Region wise as mentioned below :

S.No.	Regional Centre	Date of Meeting
1.	Pune	25.06.2005
2.	Hyderabad	27.06.2005
	Bangalore	11/12.08.2005
3.	Kochi	26.08.2005
4.	Patna	05.07.2005
5.	Kolkata	07.07.2005
6.	Guwahati	08.07.2005
7.	RCD Zone-II NOIDA	29.07.2005
	Haridwar	31.08.2005
8.	Jaipur	15.07.2005
9.	RCD Zone-I	18.07.2005
10.	Chandigarh	20.07.2005
11.	Allahabad	25.07.2005

6.7.2 Activating Academic Facilitators in all Regions

Role and Functions

In order to provide better services to the open school learners at the Study Centers, NIOS has appointed Academic Facilitators (AFs) in different regions/parts of the country. The role and functions of the AFs are as follows:

- To monitor admission process with a view to ensure that there is no discrimination and other irregularities like overcharging of fees etc.
- To ensure that learners are adequately counseled about choice of subjects.
- To check that the AIs have received the complete sets of study material and the same are distributed to the learners in time.

- To observe the conduct of PCP at the AI, interact with learners and teachers and impress upon them the relevance of interactive learning strategies and importance of self-study.
- To find out whether the requisite number of assignments have been given to the learners and whether the responses have been received back and assessed properly.
- To check whether audio/video materials supplied by NIOS are being used during PCP.
- To provide feedback to NIOS on training needs of the Teachers, Coordinators and other personnel.
- To review the records maintained by the AI about NIOS learners, teacher etc., and advise the Coordinator about their proper maintenance.
- To interact with learners and provide them localized help in solving their problems connected with TMA, PCP tutorials, examination etc.
- To understand the problems and difficulties, if any, of the AI, provide localized help and send feedback to the Regional Center and NIOS Headquarter for effective functioning of the AI.
- To ensure availability of qualified teaching staff and suitable infrastructure for running NIOS Study Center.
- To assist in fair conduct of Examinations.

Terms of Reference

- Academic Facilitators are required to visit the allotted study centers (usually more than one) in nearby locality. Each study center may be visited seven times in an academic year. He/She will be required to visit the AI twice during admission, three times during Personal Contact Programme(PCP) and twice during examinations.
- The feedback report of each visit is to be submitted in prescribed proforma to the Regional Center immediately after the visit.
- An amount of Rs. 400/- per visit is paid on submission of the visit report along with the pre-receipted signed bill for payment by the Regional Center.
- The Academic Facilitator may be assigned other related activities of NIOS, if necessary.
- Analysis and synthesis of all reports of the AFs need to be prepared

in the concerned Regional Center. The consolidated report is sent to SSS Department.

Status in 2005-06

During 2005-06, 161 Academic Facilitators (AFs) were appointed all over the country covering 654 AIs. The AFs are retired school/college principals, senior teachers and specialists in the field of education. Region wise the number of Academic Facilitators appointed is given in the Table 6.10

Table: 6.10 Region-wise Status of Academic Facilitators (AFs)

S.No.	Regional Centre	Total No. of AFs	Total No. of AIs
1.	Allahabad	23	99
2.	Bhopal	5	18
3.	Chandigarh	14	75
4.	Sub Centre Dehradun	14	97
5.	Delhi	51	156
6.	Guwahati	7	33
7.	Jaipur	15	39
8.	Kochi	7	29
9.	Kolkata	8	37
10.	Patna	8	35
11.	Pune	8	34
Total		161	654

6.7.3 Identification of Training Needs of the NIOS Functionaries

NIOS functions through a network of study centers called Accredited Institutions (AIs). These are generally the schools of the formal education system. As such, the teachers, Coordinators and other functionaries associated with NIOS work at the AIs are mentally orientated towards the formal system, and the Open and Distance Learning system followed by NIOS is a new concept for them. Therefore, for an effective and efficient transaction of NIOS courses, these field functionaries require training about the Open Schooling system and its functioning.

In order to identify the training needs of Teachers and Coordinators of these AIs, NIOS in collaboration with the Commonwealth of Learning (COL) has

taken up a project. Under this project during 2005-06, about 218 AIs having sufficient length of experience with NIOS were identified and two separate bilingual questionnaires, one for the coordinators and other for the teachers/tutors, were administered. The questionnaires were developed with the assistance of the COL Consultant Prof. B.N. Koul. The filled up questionnaires were analysed and a report was prepared by Prof. Koul. The report was discussed with the NIOS officials also to get feedback for further improvement.

Based on the findings, a two day workshop was organized on March 16 and 17, 2006 to discuss appropriate training strategies. As an outcome of the workshop, future plan of action was drawn for the development of training package and delivery thereof.

6.8 Monitoring and Quality Control

6.8.1 Identification of Quality Indicators for Student Support Services.

A one day National workshop for identification of Quality Indicators in Open Schooling System was organized by the Department of SSS, NIOS on 29th November, 2005 at CIET, NCERT, New Delhi. The basic objectives of the workshop were to identify the quality indicators, to draw out a scheme of categorization of AIs based on the quality indicators identified, to suggest measures to improve the quality of support services, and to work out a mechanism for effective monitoring of the Student Support Services in NIOS

Eminent Educationists from different institutions including the coordinators of some of the study centres of NIOS participated in the workshop. The participants were of the view that development of quality parameters particularly for Student Support Services was really a challenging task. It was pointed out that quality in education was not negotiable at any cost and quality assurance in distance education system must run like a business. From the deliberations and discussions, a framework to identify pin pointed indicators was formulated and further plan of action was drawn.

6.8.2 Review of the Existing Norms and Procedure for Accreditation

In order to ensure the quality and standard of the Accredited Institution, a Committee consisting of experts from CBSE, NCERT and nominated officials from NIOS reviewed the existing Norms and Procedure for Accreditation of Institutions for Academic Courses. The Committee reviewed the existing 'Norms and Procedures for Accreditation of Institutions' keeping in view the feedback from various Screening Boards (SBs) held over the years for scrutinizing the applications for accreditation. After thorough discussion on various issues like eligibility criteria for accreditation, necessary infrastructure

required and the teaching staff etc., the committee recommended certain changes, which were placed before the Departmental Advisory Board for approval.

6.9 Planning Meetings

6.9.1 Meeting of the Regional Heads of NIOS

In order to have face to face discussions between Regional Heads and officials at NIOS Headquarters, a meeting of Regional Heads of NIOS was held on 1st December, 2005. All the Heads of Departments, the Regional Heads and other senior officers of NIOS were present in the meeting. The basic objective of the meeting was in-depth discussion on issues for proper planning, monitoring and effective implementation of NIOS programmes.

The important issues and activities of Regional Centers were also discussed in detail. The Regional Heads were given opportunity to share their experience regarding the difficulties faced in functioning of NIOS Regional Centers and the support required from the Headquarters. It was also decided that the facility of EDUSAT needs to be used extensively in future.

6.9.2 Meeting of Departmental Advisory Board (DAB) of Student Support Services

The first meeting of the Advisory Board of the Department of Student Support Services of NIOS was held on 30 November 2005. The DAB comprised of the experts from IGNOU and COBSE, and all Regional Heads of NIOS. The main objectives of the DAB meeting were to review the role and functions of the SSS Department and to get suggestions for improving the effectiveness of Student Support Services from admission to certification. The activities of SSS Department were reviewed and discussed at length and several suggestions were given. The proposed Plan of Action for the year 2006-07 for SSS Department was placed before the DAB. The programmes were deliberated upon and approved. It was decided that DAB meeting should be held twice a year and RCs should also hold RCAC meetings two times in a year.

6.10 National Open Science Congress for NIOS Learners

The NIOS in collaboration with the National Council for Science & Technology Communication, (Department of Science & Technology), Govt. of India, has taken up a science popularisation project namely 'National Open Science Congress' for NIOS learners. The project is on the lines of the National Children Science Congress organised by DST for formal schools. The Project aims at promoting creativity and innovativeness and

more particularly the ability of NIOS learners to solve societal problems experienced locally using scientific methods. This was a unique opportunity for NIOS learners to participate in such activities. During 2005-06, besides identifications of the AIs in different regions, the necessary resource material like Project Guidelines and Activity Guide were developed.

In this project, the participating students are required to work on some investigatory projects on the topics of their choice related to the theme of the year. Three tier activities will be organized at cluster level, Regional Center level and finally at the national level.

6.11 Employment Opportunity for NIOS Students

Eight NIOS students were employed by Blue Dart Express Ltd., in the capacity of “Territory Service Representatives”.

6.12 Awards for Aspirants of Geography

NIOS has introduced an annual award in the name of ‘Ms. Santosh Rastogi Scholarship for Excellence in Geography’ at Senior Secondary level from the academic session 2005-06. The modalities for this award were worked out. The award of Rs.500/- each will be given once in a year to 5 students of the NIOS selected on the basis of their achievement in the Geography in the April/May and October/November examinations of the year.

7. Networking

7.1 Regional Centres of NIOS

One of the aims and objectives as per Rules and Regulations of the Memorandum of Association of the National Open School Society is that it will “Establish Regional Centers for supervising the proper functioning of the learning support at study centers”. For good administration, for co-ordination, for the supply of material effectively as well as for supervision, the Regional Centers provide vital and effective link between the study centers and NIOS headquarters; between the state government and the NIOS headquarter, and between the study center and learners, between the academic facilitators and study centers, between the NIOS and general public. The concept of Regional Center is a well thought mechanism. The success of NIOS programmes and policies in the Region largely depends on the pivotal role played by Regional Centers.

The NIOS, till 1994-95, was following two tier system i.e., NIOS Headquarter in Delhi and Study Centers spread all over the country. It was felt that this system needed to be revamped in order to provide better opportunities for students support, counseling and redressal of their problems through localised structures in a decentralised way. This resulted in the establishment of the first Regional Center in Calcutta in 1994-95 followed by one each in Hyderabad, Guwahati, Pune, Kochi, Chandigarh, Patna, Jaipur, Allahabad and Delhi. Presently there are 11 Regional Centers working in different parts of the country at Allahabad, Bhopal, Chandigarh, Delhi, Guwahati, Hyderabad, Jaipur, Kochi, Kolkata, Patna and Pune.

Basically the Regional Centers are required to perform four types of activities:

1. Academic
2. Administrative
3. Promotional
4. Planning and Monitoring

A brief description of the functions performed under each category is given below :

1. Academic Functions

- Conducting research in the area of open schooling and collecting feedback on the functioning of AIs/RCs/NIOS.

- Development of need based instructional material pertaining to the open schooling courses of study, including regional languages, and training packages etc.
- Development and dissemination of need based audio and video programmes in the Regional languages.
- Organization of short-term training programmes for open schooling functionaries.
- Follow up studies of NIOS pass outs and compilation of success stories.
- Arranging extra mural lectures, exhibitions and other programmes.
- Holding meetings of Co-ordinators, Center Superintendents and Academic Facilitators.

2. Administrative Functions

- **Admission related activities** such as sale of Prospectus, fee realization, getting admission data punched, checking admission data, check list to AIs, issue of identity cards, checking and verification of Transfer of Credits (TOC) cases and forwarding the same to HQ, change of subjects/ additional subjects.
- Record keeping in respect of students admission and examination record pertaining to five years.
- Liaison with NIOS Headquarters for study material distribution.
- Attending to the grievances of students/learners.
- Carrying out corrections/modification in admission data as per requirement, in liaison with NIOS Headquarters.
- Organizing meetings of TOC Committee to extend this facility to the learners
- **Examination related activities** such as fee realization, fixation of exam centers, issuing Hall tickets to students, receipt of answer books; Secrecy work for evaluation, spot evaluation of answer books, sending awards to HQs, Re-evaluation etc.
- Maintenance of Secretary's Account and Regional Director's Account.
- Appointment of nodal officers, observers and inspection teams, ensuring proper conduct of Examinations of NIOS, analysis and consolidation of observer's reports, taking follow up action, verification of exam related bills.
- Miscellaneous work related to NIOS admission, programme delivery and examinations etc.
- Matters related to public relation and students' grievances.

- Ensuring that the TMAs are attempted by the candidates and are evaluated at the AIs.
- Sending TMA awards and bills to the SSS Department as per schedule and maintaining record of the same at the Regional Centre.
- Carrying out 5% sample checking of the TMAs.

3. Promotional Functions

- Identification of good schools/institutions to work as study centres of NIOS
- **Accreditation related work** such as inspection of Schools/institutions for accreditation, interaction with Study Centers, matters related to dis-accreditation of Study Centers.
- Advertisement regarding admission, examination and Publicity of NIOS programmes.
- Liaison with State Governments to encourage them to start State Open Schools.
- Identification of educational needs in open schooling in the region through State Coordination Committees.
- Promotion of Open Schooling in the States within the region and consultancy/assistance to the concerned states for setting up/up scaling of State Open Schools (SOSs).
- Liaison with States and Coordination and Clearing house functions in Open Schooling.
- Organization of advocacy programmes.

4. Planning and Monitoring Functions

- Preparation of Perspective Plan and Annual Plans of the Regional Center.
- Monitoring of Implementation of NIOS programmes in the accredited institutions including Personal Contract Programmes (PCP) and Tutor Marked Assignment (TMA).
- Identification and allotment of Academic Facilitators to the AIs.
- Matters related to Academic facilitation at the Study Centres through identified Academic Facilitators etc.
- Coordination and clearing house functions.
- Maintenance of data base of admission, AIs, Human Resource for monitoring and academic facilitation at the RC level.
- Analysing the reports of the Academic Facilitators and preparing consolidated reports on quarterly basis for necessary action and forward the same to the HQ.
- Ensuring smooth functioning of AIs/AVIs/OBE Centres.

5. Activities undertaken by Regional Centres during 2005-06

5.1 Admission

The admissions in NIOS courses are made through a network of AIs in different States/Union Territories. To facilitate the process, a few States/UTs are allotted to each Regional Centre of NIOS.

During the year 2005-06, the Regional Centre-wise enrolment in Academic Courses is shown in Table 7.1.

Table 7.1: Region Centre-wise Enrolment in Academic Courses 2005-06

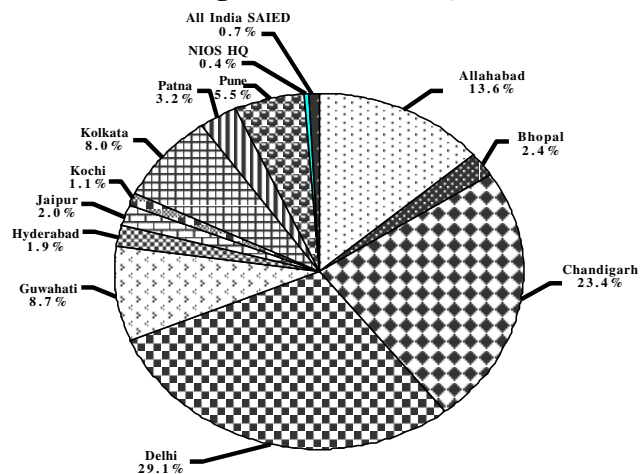
Regional Centre and the States/UTs Covered		Enrolment	Percentage
Allahabad		36361	13.61
1. Uttar Pradesh	24807		
2. Uttaranchal	11554		
Bhopal		6280	2.36
1. Madhya Pradesh	5107		
2. Chhattisgarh	1173		
Chandigarh		62434	23.38
1. Haryana,	38215		
2. Himachal Pradesh	13316		
3. J&K,	1039		
4. Punjab,	8680		
5. Chandigarh	1184		
Delhi		77812	29.15
Guwahati		23320	8.74
1. Assam	2551		
2. Arunachal Pradesh	3026		
3. Manipur	9344		
4. Meghalaya	1192		
5. Mizoram	3174		
6. Nagland	3432		
7. Tripura	601		
Hyderabad		5071	1.90
1. Andhra Pradesh	4154		
2. Karnataka	917		
Jaipur		5272	1.97
1. Gujarat	902		
2. Rajasthan	4370		

Kochi		2815	1.05
1. Kerala	2296		
2. Tamil Nadu	515		
3. Pondicherry	4		
Kolkata		21380	8.01
1. Orissa	2872		
2. Sikkim	2201		
3. West Bengal	14366		
4. Andaman & Nicobar	1941		
Patna		8518	3.19
1. Bihar	5204		
2. Jharkhand	3314		
Pune		14735	5.52
1. Goa	2669		
2. Maharashtra	12066		
NIOS HQ.		1085	0.40
1. APO India	46		
2. Foreign Countries	1039		
All India SAIED*	1943	0.72	
Total		2,67,026	100

* *Special Accredited Institutions for Education of the Disadvantaged*

It transpires that students from all States and Union Territories, except Lakshadweep and Dadra & Nagar Haveli, got enrolled in NIOS courses at Secondary and Sr. Secondary level. The Regional Center Delhi had the maximum enrolment of 29.15%, followed by the Regional Center Chandigarh which had 23.38% enrolment.

Enrolment in Regional Centres HQ and SAIEDs



5.2 Accreditation of Institution

To provide educational opportunities through NIOS, institutions are accredited in each Region of NIOS to function as study centres.

During the year 2005-06, Region-wise the number of Accredited Institutions (AIs) functioning as study centre of NIOS is given in Table 7.2

Table 7.2 : Region-wise distribution of AIs

REGION	STATE	AI
HYDERABAD	ANDHRA PRADESH	77
	KARNATAKA	14
	ANDHRA PRADESH (TELUGU MEDIUM)	46
PUNE	MAHARASHTRA	64
	GOA	9
	DAMAN & DIU	1
	MAHARASHTRA (MARATHI MEDIUM)	65
	MAHARASHTRA (GUJARATI MEDIUM)	2
	GOA (MARATHI MEDIUM)	1
	KOLKATA	WEST BENGAL
	ORISSA	25
	ANDAMAN & NICOBAR	9
	SIKKIM	8
GUWAHATI	ASSAM	15
	MANIPUR	47
	MEGHALAYA	7
	NAGALAND	14
	MIZORAM	11
	TRIPURA	6
		ARUNACHAL PRADESH
CHANDIGARH	HARYANA	199
	HIMACHAL PRADESH	45
	JAMMU & KASHMIR	18
	PUNJAB	52
	CHANDIGARH	9
KOCHI	KERALA	27
	TAMILNADU	21
	PONDICHERRY	2
	KERALA (MALAYALAM MEDIUM)	4
DELHI	DELHI	231
	DELHI (GUJARATI MEDIUM)	1
JAIPUR	RAJASTHAN	50
	GUJARAT	13
	GUJARAT (GUJARATI MEDIUM)	10
PATNA	BIHAR	72
	JHARKHAND	61

ALLAHABAD	UTTAR PRADESH	229
	UTTRANCHAL	85
BHOPAL	MADHYA PRADESH	52
	CHHATTISGARH	11
HQ	APO	3
	UAE	17
	UAE(MALAYALAM MEDIUM)	3
	NEPAL	3
	ALL INDIA URDU MEDIUM	47
SAIED	SAIED	66
	TOTAL	1826

5.3 Transfer of Credit (TOC)

The Transfer of Credit (TOC) scheme was implemented for ex-NIOS, ex-CBSE or State Board students from the session 1997-98. To extend this facility, TOC committee comprising of the Regional Director, one external member and a section officer of the Regional Centre is constituted. This Committee critically examines all cases requesting for TOC with the original mark sheet and recommends eligible cases to HQ for approval. All Regional Centres organised meeting of the TOC committee to recommend cases. Table 7.3 indicates the Region wise cases of TOC in the year 2005-06.

Table 7.3 Number of Region wise cases of TOC in 2005-06.

Allahabad	Chandigarh	Delhi	Guwahati	Hyderabad	Jaipur	Kochi	Kolkata	Patna	HQ
1165	866	6000	563	115	6333	130	1643	199	23

5.4 Personal Contact Programme (PCP)

All Regional Centres monitored PCPs conducted in the AIs and forwarded bill of PCP to HQ for further processing and release of payments. RCs were directed to pay 75% of the total payment to the AIs till all AIs submit the balance of study material. It is mandatory for the study centres to give the stock position of books at the end of the year, failing which 25% payment of the PCP may be withheld.

5.5 Tutor Marked Assignment (TMA)

All the Regional Centers (RCs) monitored submission of assignments along with awards list by the AIs as per given schedule. The RCs arranged sample checking of the evaluated assignment (5%) by the evaluators on approved panel. The awards of the TMA got punched from the computer agency and forwarded to SSS Department on CD along with bills of the evaluators for further processing.

5.6 Academic Facilitators (AFs)

The Academic Facilitators appointed by HQ were required to visit the allotted study centers (usually more than once) in nearby locality. As per the scheme, each study center has to be visited upto a maximum of seven times in an academic year. He/She is required to visit the AI twice during admission, three times during Personal Contact Programme (PCP) and twice during examination. However, in 2005-06 the visits were restricted to only four. The feedback report of each was submitted in prescribed proforma to the Regional Center immediately after the visit. Consolidated reports came from Kolkata, Chandigarh, Pune, Jaipur, Guwahati, Bhopal, Delhi and Hyderabad regions which highlighted strength and weaknesses of various AIs.

5.7 Regional Center Advisory Committee Meetings

The Regional Centres Advisory Committees (RCACs) have been constituted for all the Regional Centers for the purpose of reviewing the activities of the Regional Centers and providing guidance and for better functioning. The Student Support Service Department had suggested following Common Agenda Item for consideration of all the Regional Centres Advisory Committees:

- to review the activities of Regional Center.
- to identify the weak areas for improvement.
- to draw out a Plan of Action for 2006-07 with respect to:
 - i) expansion of AIs in unreached districts/educationally backward districts through meeting.
 - ii) set a target of expansion in terms of establishment of AIs and enrolment.
 - iii) Identification of educationally backward areas upto block level where AIs are required.
 - iv) Monitoring of the functioning of AIs to ensure quality services both academic and administrative.
 - v) Conduct and monitoring of the admission 2006-07.
 - vi) Training and Orientation of the functionaries at RCs and AIs.
- Liaison with State Governments on account of promotion of open schooling/setting up of SOSs, equivalency and recognition with state boards and universities, and transfer of credit.

During 2005-06, the Regional Centers organized the meetings of their RCAC on dates as given below and submitted their programme proposals for 2006-07 for approval of the Academic Council of NIOS.

S.No.	Regional Center	Date of Meeting
1.	Allahabad	09.12.2005
2.	Jaipur	15.12.2005
3.	Kolkata	15.12.2005
4.	Pune	22.12.2005
5.	Hyderabad	04.01.2006
6.	Patna	11.01.2006
7.	Delhi	12.01.2006
8.	Chandigarh	18.01.2006
9.	Kochi	25.02.2006
10.	Guwahati	28.02.2006

7.2 National Consortium for Open Schooling (NCOS)

As a future broader perspective for open schooling and growing demand of the masses for the Open and distance learning (ODL) system, a National Consortium for Open Schooling (NCOS) has been set up. The Secretariat of NCOS is located in NIOS. It is being envisaged to upgrade it as the National Council for Open Schooling as an umbrella statutory organization for formulation of standards in Open Schooling and accrediting / grading of the central/state open schooling organizations ensuring quality, standards, coordination and collaboration amongst NIOS (MHRD), State Education Departments, Boards of School/Secondary Education and Institutions of Higher Learning in the country. The present NCOS will be subsumed later in the National Council, in order to keep pace with growing demand from various quarters to expand and extend Open Schooling. The following role and functions of NIOS have been envisaged:

- Constitution and operationalisation
- Promotion of Open Schooling in the Country / States
- Consultancy and assistance for setting up or upscaling of State Open Schools (SOSs)
- Coordination and Clearing House Functions
- Organizing Annual Meetings/Advocacy Campaigns/Seminars, Conferences etc., for promotion of Open Schooling.
- Any advisory role and functions for Promotion of Open Schooling

(POS) as may be assigned to NCOS by MHRD (Govt. of India) and the NIOS

◆ **Objectives of NCOS**

In order to promote open and distance learning (ODL) at school stage in the country, the NCOS became operational in 1997. It aims at providing forums for sharing of information and ideas among State Open Schools, Correspondence Schools, NIOS and other organizations engaged in open learning at school stage including the COBSE and State Education Boards. The forum strives to achieve the following broad goals/objectives.

- To facilitate the Apex Body functions of the NIOS
- To promote better cooperation and collaboration among agencies/ institutions involved in open schooling, distance education and correspondence education at school stage.

◆ **Functions of NCOS**

- Providing technical and professional assistance and consultancy to State Governments for the establishment of State Open Schools and State Centres for Open Schooling.
- Formulating norms and guidelines for maintenance of standards and quality of various programmes/activities to be offered through distance Mode and Open Learning System, including possibility of transfer of credits, etc.
- Sharing of resources, expertise, curriculum, instructional materials and teaching learning strategies of mutual interest and benefit.
- Creating forums such as publications, meetings, workshops and seminars for sharing experiences, increase access and equity and improve quality and standards in the system.
- Developing and maintaining a data base on various aspects of Open Schooling in the country and abroad.
- Facilitating better linkages with international, national and state level agencies in matters concerning open schooling through formal and informal consultation.
- Providing technical and financial support to open schools and such other institutions for developing educational, communication and information technologies in improving the teaching learning process, training and management.
- Initiating other activities and programmes, as may be deemed appropriate, by associating institutions/ States from time to time.

To operationalise its role as an association in open schooling, NCOS undertakes various activities to set up and strengthen State Open Schools and to ensure their cooperation and collaboration with NIOS and other institutions involved in open schooling. .

◆ **Models of State Open Schools**

The NIOS has evolved various models of State Open Schools (SOSs) as it expected that in each state one of these will come up in due course of time. The SOSs offer Secondary, Senior Secondary, Vocational and Basic Education courses as per the State's identified needs in the concerned regional mediums through Open Schooling System. The structure of a State Open School varies according to the context and educational needs of each state. The NIOS has also made provision to provide technical and professional support in designing, setting up and quality assurance of the State Open Schools and discharging coordination and clearing house functions as a Resource Agency / forum for exchange of ideas, information and ancillary activities.

◆ **State Open Schools**

The position regarding setting up of Open Schools (SOSs) in States is as follows:

The States that have already set up State Open Schools are (1) West Bengal (2) Andhra Pradesh (3) Karnataka (4) Tamil Nadu (5) Kerala (6) Madhya Pradesh (7) Rajasthan (8) Punjab (9) Haryana (10) Jammu & Kashmir.

The National Institute of Open Schooling (NIOS) provides financial and academic resource support to SOSs occasionally. These SOSs are following certain features of Open and Distance Learning (ODL)/ Open Schooling in terms of model, stages of Education covered, status, learning materials, curriculum and courses of study, etc. Generally they are following the NIOS pattern of Open Schooling more or less. However, there is scope for improvement in order to conform to open learning strategies. Efforts are being made for upscaling of these SOSs.

The states that have contemplated the idea of establishing a State Open School include (1) Bihar (2) Uttar Pradesh (3) Assam (4) Orissa (5) Jharkhand (6) Chhattisgarh (7) Gujarat, and (8) Maharashtra. Some of these are in the process of preparation of Project Proposals to set up SOS. Others could not finalise the proposals so far. NIOS has been interacting with them on various platforms and advocating for establishment of SOS on priority basis. The States of Bihar and Uttar Pradesh have finalised the Project Proposals for SOS during 2005-06.

They are awaiting for their State Government's approval.

The States of North-East, including Sikkim, have not specifically responded for setting up of their own State Open Schools. The States of Manipur and Mizoram had evinced their interest for SOS some years ago, but it could not take concrete shape. Guidelines titled 'How to set up a State Open School/State Centre for Open Schooling' were provided to the State Education Departments.

The States of Goa, Himachal Pradesh, Uttaranchal, Delhi and all the Union Territories are yet to respond. A State Centre for Open Schooling was established in Himachal Pradesh, but that is dysfunctional now. Delhi established its SOS, but later on scrapped the scheme.

Under the aforesaid categorization of States for promotion of Open Schooling and setting up of independent State Open School in each state, the points of uniqueness/variations/similarities and needed Action Plan have been worked out for follow up action during 2006-07.

◆ **Programmes and Activities of NCOS**

1. As a follow up of the recommendations of (i) The National Meet for Promotion/Strengthening of Open Schooling, held from 6 to 7 August, 2004 at Bhopal and (ii) International Conference on Promotion of Open Schooling, held from 23 to 25 January, 2005 at Goa, the following activities were carried out:
 - Sending Communications to the State Education Secretaries emphasizing the need to upscale the Programmes of the State Open Schools
 - SOSs were advised for planned intervention to extend Open Schooling Programmes to all levels viz, Primary to Sr. Secondary including Vocational Education Courses.
 - Emphasized on Quality Assurance in Curriculum, Materials, Transactional Process, ICT, HRD, Evaluation, Monitoring, Students Support Services etc.
 - Organized an International Conference on Vocational Education and Training through Open Schooling at Kovalam (Kerala) from 8 to 10 February, 2006
 - Fostered networking and linkages amongst the NIOS and the SOSs/other Institution in the Field of Open Schooling.
 - Persuaded the States through Advocacy Seminars, personal visits and written communications to set up their own SOSs at the earliest.

- Publicity of Open Schooling Programmes through Electronic Media, Seminars, Advocacy Meetings, Visitation, etc.,
 - Drafting a 'Suggestive Framework' titled "Promotion of Open Schooling – Setting up of a State Open School" (awaiting intensive discussion before it is approved/improved/accepted)
2. A National Conference on Cooperation and Collaboration of State Boards of Education and Open Schools in India was jointly organized by NIOS and COBSE on 20 October, 2005 at New Delhi.

One of the Recommendations of the Conference is as follows:

“Visualizing the significant role of Open Schooling for meeting the educational needs of varied clientele, the Government of India, Ministry of Human Resource Development (MHRD) may formulate a Centrally Sponsored Scheme for Promotion of Open Schooling. The Centrally sponsored Scheme may make special provision of financial assistance to the States that could not set up their Open Schools so far.”

3. Annual Meeting of the State Open Schools (SOSs)

The NIOS organized the Annual Meeting of State Open Schools at its Headquarter in New Delhi on 21 October 2005. The deliberations focused on the current Status/Situations and Networking among NIOS and SOSs. The Status Reports of State Open Schools of i) Andhra Pradesh, ii) Haryana, iii) Karnataka, iv) Kerala, v) Madhya Pradesh, vi) Rajasthan, vii) Tamil Nadu and viii) West Bengal were presented by the concerned States. Based on the profile and status of each SOS, the following observations/comments were made.

- Each State to strengthen/upscale/upgrade the existing status of SOS.
- Enhance enrolment at all levels of school education courses, especially through regional mediums.
- Introduce/undertake courses of OBE (Equivalency Programmes)
- Increase collaboration and Networking with NIOS vis-à-vis each SOS.
- Seek admissible professional, technical, academic and resource support from NIOS from time to time.
- Strengthen the existing forum of NCOS for better results pertaining to Promotion of Open Schooling at the national

level as well as States level.

- Sharing innovations and experiences in Open Schooling through NCOS
- Making Annual Meeting of SOS as a regular feature.

Recommendations

- NIOS, under the aegis of NCOS, may set up a National Resource Centre of Learning Materials of all the SOSs and NIOS. The Curriculum Framework and Syllabi of these organizations may also be kept in the Resource Centre. The State Open Schools agreed to send a set of their printed materials to NIOS for maintaining a “National Centre for Open Schooling Materials”.
- A Backgrounder giving information about NIOS and SOSs may be prepared. This may be updated every year.
- NIOS should take appropriate steps on priority basis to plan and organize need based capacity building programmes for the open schooling functionaries.

4. Status of SOSs

i) Rajasthan State Open School (RSOS) (May 13, 2005)

The Govt. of Rajasthan has started (w.e.f July, 2005) a full-fledged State Open School (SOS) as a Registered Society and enrolled students for the Secondary (Class X) and the Senior Secondary (Class XII) courses for 2005-06 session. The Govt. Order for this was issued by the State Vide No. F.22(4)/Shiksha-1/2004, dated 13.5.2005. Earlier the Open School Programme at X and XII level was being conducted as Correspondence Courses under the Directorate of Distance Education of Rajasthan Board of Secondary Education, Ajmer. The RSOS has broadly adopted Self Instructional Materials and Scheme of Studies of NIOS. The SOS is working in close cooperation with NIOS. Financial Assistance to the tune of 5 lakh rupees was released to RSOS as seed money.

ii) Tamil Nadu Restarts State Open School (SOS) (October 13, 2005).

The Education Secretary, Government of Tamilnadu, organized a meeting at Chennai on 13 October 2005 to revive the State Open School and starting the Open Basic Education (OBE) programme in the State. Prof. K R Chandrasekaran, Director (Academic), NIOS, the State Government officials and the Director, State Resource Centre, Chennai attended the meeting. It was decided to restart the State Open School. Initially, the secondary level course was proposed to be started from May, 2006.

iii) Bihar gets Ready for SOS (November 21-22, 2005)

The NIOS Regional Centre, Patna, in collaboration with the State Education Department, finalised the Project Proposal for launching the State Open School in Bihar. In order to discuss the techno-economic feasibility report, a two-day workshop was held from 21 to 22 November 2005 in the Office of the Regional Centre of NIOS under the Chairmanship of Shri Vijay Prakash, IAS., Education Secretary, Govt. of Bihar. Prof. K R Chandrasekaran and Dr. S S Sangal from NIOS Headquarters participated in the workshop. Shri S K Sinha, Head, Regional Centre, Patna coordinated the programme.

iv) Revival and Upscaling of TNSOS. (February 13, 2006)

The Secretary, School Education Department, Govt. of Tamilnadu organized a meeting in the State Secretariat on 13 February, 2006 to consider the revised project proposal for revival and upscaling of the State Open School (SOS) and decided to restart it as the State Institute of Open Schooling (SIOS) from the ensuing Academic session. Prof. K R Chandrasekaran, Director (Academic), NIOS and Dr. S S Sangal, Former Director (Academic), NIOS attended the Meeting. From the School Education Department of Tamilnadu, Director, DTERT, Director, Non-formal and Adult Education, Director, SRC, Incharge of TNSOS, and other State Govt. officials participated in the meeting. Inputs for revising, updating and standardizing the proposal for revival/upscaling of TNSOS in conformity with the broad objectives of Open Schooling framework/guidelines etc., were given by Dr. S.S. Sangal in a workshop held in DTERT, Chennai from 10 to 12 February 2006.

Various aspects of revision, updating revival and upscaling of the project proposal were comprehensively discussed. It was decided to re-launch the Open Schooling Programme in the State and re-name the SOS as SIOS.

Based on the Project Proposal for upscaling vis-à-vis its relevant provisions, the Plan of Action of operationalisation of the Scheme of Open Schooling in the State was approved. It was decided to restart the Open Schooling Scheme from 2006-07 for Secondary and from 2007-08 for Higher Secondary courses. The constitution of the Open Schooling State Coordination Committee (OSSCC) and the appointment of a State Nodal Officer, identification of needs and sustenance of Open Schooling in the State were also agreed upon.

v) Uttar Pradesh State Open School (UPSOS)

A comprehensive Draft Project Proposal for setting up of the UPSOS was finalised in March, 2006 and submitted by the State Education Department for approval to the State Government.

8. International Relations

8.1 Backdrop

The mission of NIOS focuses on provision of relevant continuing and developmental education to prioritized client groups through an Open Learning System at the school stage. It strives to reach the unreached by taking education at the learner's doorsteps. To realize its envisioned goals it has made wide networking at different levels and initiated significant collaborative endeavours with International Institutions like COL, UNESCO, UNICEF, World Bank, SIDA and SAARC. As early as 1991 onwards such collaborative endeavours had been there between NIOS and these apex International Organisations. The collaborative programmes basically aim at:

- Capacity building
- Resource building/sharing
- Sharing knowledge and information

Capacity Building

Meaningful networking and linkage with international organizations like COL and UNESCO formed one of the priority areas of NIOS planning. As a result of close linkage and partnership with COL and UNESCO, NIOS organized a number of Internship and Attachment programmes during 2000 to 2005. Under these programmes, NIOS provided training/orientation and field exposure pertaining to open schooling to a good number of COL sponsored officials from several countries.

Resource Building

The International Organisations, such as COL, UNESCO, UNDP, World Bank, UNICEF, SIDA, shared a common goal of generating a learning society through provision of universal quality education to all harnessing the potentialities of technology mediated learning strategies. NIOS, India shares this concern with International Organisations. As a manifestation of this sensitivity, NIOS has provided its study materials in print and on CDs to the Commonwealth countries. It has extended its academic support to Commonwealth countries, especially African countries, by providing Resource Persons to assist in development of learning materials and project proposals in open schooling in the country-specific contexts.

Sharing of Knowledge and Information

NIOS as one of the major institutions among the open learning institutions at school level all over the world has strengthened its international relations by organizing conferences, workshops and seminars in Open Learning and Distance Education (ODL). In this endeavour, COL, UNESCO, UNDP and UNICEF have provided immense support to NIOS in providing a platform for interaction among different countries for sharing of knowledge and information in ODL.

8.2 Open Schooling Association of the Commonwealth (OSAC)

Open Learning and Distance Education, all over the globe, has evolved as a vibrant and potential delivery mode of education. Present century has witnessed many innovations and experimentations in the open schooling system. There is a growing concern in both developed and developing countries for inter-country cooperation and collaboration for sharing of experiences in ODL. In response to this, the Commonwealth of Learning (COL), Canada formed in the year 2001 the Open Schooling Association of Commonwealth (OSAC) with National Institute of Open Schooling (NIOS), New Delhi, as its Headquarter.

Objectives

The objectives of OSAC are to:

- meet and discuss relevant and pertinent issues relating to Open Schooling;
- act as a liaisoning agency for information dissemination, co-ordination and mutual consultation among members;
- share resources and infrastructure for mutual benefit and growth;
- organise human resource development programmes for Open School functionaries ;
- promote research and development activities;
- take necessary steps for assurance of quality and standards of Open Schooling

Functions

The major functions of OSAC are to:

- organise periodical meetings of members for discussing issues of mutual interest;
- hold Workshops, Conferences as a forum for discussion;
- develop and maintain data base on various aspects of Open Schooling;

- facilitate/support research and developmental activities through joint research projects among members;
- bring out Journal on Open Schooling; and
- perform any other task which may promote Open Schooling;

Journal of Open Schooling

One of the significant developments in this context was launching in November, 2001 of the OSAC Journal of Open Schooling, a half yearly Journal in Open and Distance Learning. This was initiated as a first step towards realization of one of the envisaged roles and functions of OSAC. Since 2001, the OSAC Journal of Open Schooling is regularly brought out by NIOS, India in collaboration with COL as a half-yearly International Journal.

The Journal provides informational inputs about the concerns, researches and new developments in Open Schooling, especially in the Commonwealth countries through conceptual papers, research articles, research reviews and book reviews.

To develop awareness about recent developments in Open and Distance Learning (ODL) in developed and developing countries, the OSAC Journal of Open Schooling has provided a useful forum for exchange of ideas and experience in ODL.

During 2005-06, two issues of the Journal were brought out and widely circulated to the Commonwealth countries. In order to realize the envisaged roles and functions of the OSAC Forum, efforts are being made to strengthen its activities through COL intervention by way of collecting Research Abstracts from various countries by involving Education Officers of respective countries.

8.3 International Conferences and Workshops

- **Regional Workshop on Equivalency Programme for Life Long Learning, Manila**

Dr. Anita Priyadarshini, Deputy Director (Academic), NIOS participated in the Regional Workshop on Equivalency Programme for Lifelong Learning, organized by UNESCO, APPEAL, Bangkok from 25 to 29 April, 2005 at Manila. The objective of the Workshop was capacity building for developing, implementing and evaluating Equivalency Programmes. The Workshop also aimed at sharing experiences related to the Research Study on Models of Equivalency Programme assigned by UNESCO-APPEAL to four countries, viz., India, Indonesia, Philippines and Thailand. This Research Study was carried out by NIOS for adult neo-literates under its Open Basic Education programme and was coordinated by Dr. Anita Priyadarshini. In this Regional Workshop, a Country Report was presented alongwith the complete Report

of the Research Study conducted by NIOS on its Open Basic Education Programme.

- **Asian Round Table on Open and Distance Education**

The Open University of Sri Lanka in collaboration with the Commonwealth of Learning (COL) organized from 20 to 22 May 2005 the Asian Round Table on “Open and Distance Education” for attainment of the following Millennium Development Goals (MDGs) enunciated by the United Nations.

- MDG 1 - Eradicate extreme poverty and hunger
- MDG 2 - Achieve universal primary education
- MDG 3 - Promote gender equality and empower women
- MDG 4 - Reduce child mortality
- MDG 5 - Improve maternal health
- MDG 6 - Combat HIV/AIDS, Malaria and other disease
- MDG 7 - Ensure environmental sustainability
- MDG 8 - Develop a global partnership for development

A number of papers and presentations were made by the experts and educationists from the countries participating in the Round Table. In the context of MDG No. 2, Shri V.J. Williams, Director, Department of Evaluation, National Institute of Open Schooling (NIOS), New Delhi presented a Paper. He made the presentation on Open Basic Education, its concept and implementation in India, wherein he highlighted the problems faced for providing Primary and Elementary Level Education to disadvantaged groups of the society.

Shri V.J. Williams stressed the need to identify the partner Institutions and Organizations which can come together for promoting Open Distance Learning and adoption of information communication technology initiatives at the regional, national and international levels.

- **International Workshop on Open School at Colombo and NIOS Consultancy to National Institute of Education, Sri Lanka**

An International Workshop on Open School was held in Colombo on 18 May 2005. The Conference was organized by the National Institute of Education, Sri Lanka, in collaboration with the Commonwealth of Learning, Canada, at Hotel Galadari, Colombo. The main objective of the workshop was to develop a clear perspective of form and role of the Open School to cater to multiplicity of learning needs beyond the formal system of education. The main focus of the workshop was on building a strong foundation for setting up the Open School.

The Chief Guest for the inaugural session of the workshop was Dr. (Ms.) Tara de Mel, Secretary, Ministry of Education, Sri Lanka. The participants for the workshop were:

- Educational Consultants from the Commonwealth of Learning, Canada
- Consultants from the National Institute of Open Schooling, India
- Representatives of the National Institute of Education, Sri Lanka
- Representatives of Non-formal Education, MOE, Sri Lanka
- Representatives of the Ministry of Skills Development, Vocational and Technical Education, Sri Lanka
- Representative of the Open University, Sri Lanka
- Local Educational Consultants and Educationists
- Representatives of international organizations (UNESCO, UNICEF, ILO and GTZ)

The specific objectives of the workshop were to:

- share experiences of Open School Systems in other countries;
- analyse common problems in education and seek solutions from mutual experiences gained from Open Learning system in operation in other countries;
- identify Open and Distance Learning models and strategies;
- network effectively with the countries having good experience of operationalisation of Open School System and;
- identify challenges and issues related to the Open School System.

Fr. T.V. Kunnunkal, Founder Chairman, NOS (India) presented a paper on “*Establishment of the Open School, India*” Mrs. Gopa Biswas, Deputy Director (Academic), NIOS, India made a presentation on “*National Institute of Open Schooling – India and Technical and Vocational offerings at NIOS*”. The papers, among other things, covered detailed information on different aspects of open schooling, some non-negotiables in setting up an open school, process steps for setting up of NOS, a quick update of NIOS and an overview of the courses and programmes, specially the vocational education courses offered by NIOS.

Prof. Mohan B. Menon, Education Specialist, Commonwealth of Learning (COL), Canada and Prof. J. Wikramasinghe, Director General, National

Institute of Education, Sri Lanka provided rich resource inputs to the programme.

At the end of this International Workshop, H.E., the President, Ms. Chandrika Bandaranaike Kumarathunge, formally launched the Open School.

The next three days after the International Workshop were spent for consultation with Dr. Nanda Wanniarachchi, Director, Open School, NIE and various other functionaries of the Open School, Sri Lanka. During, discussions, other departmental heads of NIE and some representatives of the Ministries of the Government like Ministry of Skills Development and Vocational and Technical Education, Mr. PHG Premasiri, Director, General, were actively involved.

As an outcome of the Workshop and follow up sessions, a comprehensive report was developed which provided some guidelines and directions and an operational roadmap to set up an open school in Sri Lanka. The report is divided in two parts. Phase I is the period of planning and preparation. In Phase II, the process of implementation has been elaborated. Different aspects of Open and Distance Learning that need to be addressed have been identified and the agenda for action set in Phase I stated in specific terms.

The report has been submitted to COL and CEMCA.

- **Awareness and Advocacy: Using ODL for Literacy and Skills Training: A South Asia Consultative Meeting**

Dr. Sushmita Mitra, Director (Academic and Student Support Services), NIOS attended and presented a paper in the COL organized programme titled *Awareness and Advocacy: Using ODL for Literacy and Skills Training: A South Asia Consultative Meeting* held at Dhaka, Bangladesh, from 26 to 28 September, 2005. Participants were from Bangladesh, Pakistan, India, Sri Lanka, and Maldives. Representatives from COL, UNESCO, and other local NGOs were also present.

The objectives of the programme were:

- To identify the best practices in “non-conventional” approaches such as ODL and ICT based approaches in literacy and skill training in South Asian Countries.
- To extract the lessons regarding the factors that made the practice best.
- To understand the prospects and problems of self-replication of best practices.
- To define the role of policies in the prospects and problems of self-replication of best practices.

- To offer a roadmap for strengthening the policy formulation process based on the best practices.

The outputs of the Consultative Meeting were:

- A report on the lessons learnt from best practices in South Asia and on “non-conventional” approaches such as ODL and ICT based approaches in literacy and skill training
- A broad road map for strengthening the policy formulation environment for integrating non-conventional approaches such as ODL and ICT based approaches in literacy and skill training
- Specific, well-defined follow-up activities for strengthening the policy formulation environment

- **Kannangara Memorial Lecture, 2005 at Colombo**

The National Institute of Education, Colombo, Sri Lanka organized the sixteenth Kannangara Memorial Lecture in the memory of Dr. C.W.W. Kannangara. This programme was unique in the sense that the Chairman, NIOS, Shri M.C. Pant, was requested to deliver the lecture on the Concept, Evolution and Application of Open Schooling. The previous lectures were delivered by the Sri Lankan nationals. The lecture of the Chairman, NIOS was read by the Director (Academic), NIOS (India), Prof. K.R. Chandrasekaran on 17 January, 2006 at Colombo. The Chairman, NIOS could not attend the programme himself.

The programme was chaired by Mr. Sushil Prem Jayantha, Hon’ble Minister for Education, Government of Sri Lanka. Prof. Jagat Wickramasinghe, Director General, National Institute of Education, Colombo was also present. The programme was attended by around 300 invited delegates from the fields of Education and Administration. The lecture was very much appreciated since it gave an insight about the open schooling programme to Sri Lankan Educational community. The Minister of Sri Lanka assured the participants that the Open Schooling programme would be developed as a full-fledged project for expansion of Secondary Education in the Country.

- **International Conference on Vocational Education and Training through Open Schooling: Challenges and Future Strategies (8-10 February 2006, Kovalam, India) Organized by the National Institute of Open Schooling, India and the Commonwealth of Learning, Canada**

There are immense opportunities for human resource development in the field of agriculture, manufacturing and social services sectors for developing countries like India. A properly planned and effectively implemented Vocational Education and Training (VET) system through open and distance learning (ODL) will (i) equip the learners having varying learning abilities with particular emphasis on marginalized groups with appropriate skills for sustainable

livelihood, (ii) facilitate creation of a pool of technologically qualified human resource, and (iii) make the youth entrepreneurs. However, in many countries, particularly in developing countries, the VET programme under the formal education system faces certain limitations with regard to expansion, access, equity and cost effectiveness. Consequently a large number of individuals who would like to acquire competencies and skills are excluded from the benefits of VET.

There is a need (i) to sensitise the society about the importance of VET in the context of reduction of un-employment and poverty, (ii) to bring about attitudinal changes in the society to ensure dignity of labour thereby diverting more people to join skill based programme for earning livelihood, and (iii) to provide equitable access to Vocational Education and Training (VET) programme. Certain other challenges that need to be addressed are:

- Need to meet the constantly changing requirements of technology/industry with inbuilt flexibility to switch over courses with changes in demand pattern.
- Quality improvement by involving industries in designing the courses, development of curriculum and learning material, training of faculty, practical training of students and evaluation and certification.
- Recognition of the Vocational Education and Training through ODL system from the national agencies for accreditation/recognition.
- Use of Information and Communication Technology (ICT) for development of instructional material, programme delivery and support systems.

These challenges need to be addressed by developing strategies and plans of action for implementation of viable and effective VET Programme through ODL system. Among other things, it requires exchange of ideas and experiences among representatives of trade and industry, VET practitioners, academicians, educational planners and administrators. Keeping this in view, the National Institute of Open Schooling (NIOS) India, in collaboration with the Commonwealth of Learning (COL), Canada organised an *International Conference on Vocational Education and Training through Open Schooling: Challenges and Future Strategies from 8 to 10 February 2006 at Kovalam, Kerala, (India)* to deliberate on the impending challenges and issues and suggest appropriate responses to these challenges.

The conference was attended by nearly 100 delegates from the Commonwealth of Learning, Canada, Sri Lanka, Nigeria, Bangladesh, New Zealand, Pakistan, and India.

Objectives of the Conference :

- To discuss strategies for development of marginalized groups through VET.

- To examine issues that contribute to quality VET through Open Schooling with focus on course development, course delivery, evaluation, staff development and training, and collaborative arrangements.
- To explore the use ICT for VET through Open Schooling.
- To outline a road map for development and expansion of the Vocational Education and Training Programme through Open Schooling.
- To examine possibilities of international cooperation and networking which may be mutually beneficial, and to learn from experiences of practitioners in the field.

Major Themes of the Conference

- Theme I** : Vocational Education and Training for Marginalized Groups
- Theme II** : Quality Issues in the Provision of Vocational Education and Training
- Theme III** : Acknowledgement/Recognition of the Importance of Vocational Education and Training
- Theme IV** : Vocational Education and Training through Open and Distance Learning (ODL) and the use of ICT.

The Conference was a mix of presentations in Plenary Sessions, Panel and Open House Discussions and Group Sessions. The recommendations of the conference on each theme were presented and discussed at the end of each session.

Each theme was introduced in the plenary session presided over by an eminent educationist from among the participants. Thereafter, identified speakers made their presentations. It was followed by interventions, observations, suggestions and queries. Based on the inputs and issues raised in the plenary session, each theme was discussed in groups in parallel sessions. The participants again met in plenary session in which the Reports of the groups were presented and deliberated upon.

The conference was initiated by lighting the lamp by Shri MAA Fatmi, Hon'ble Minister of State, Ministry of Human Resource Development, Government of India, Sir John Daniel, President and CEO, COL, Prof. Ashoka Chandra, former special Secretary, Ministry of Human Resource Development, Government of India, Shri M.C. Pant, Chairman, National Institute of Open Schooling (NIOS) New Delhi, and Shri D.S. Bist, Secretary, NIOS.

Based on the deliberations in various sessions, the recommendations of the conference were drafted and presented at the valedictory session on 10 February, 2006. The chief guest at the valedictory session Hon'ble Education

Minister, Govt. of Kerala Shri Bashir Ahmed, delivered the Valedictory Address, after the summary presentation of the report and comments by the participants.

Major Recommendations of the Conference

1. Vocational Education and Training (VET) should be organized on national, state or local basis, to respond positively to cover various socio-economic educational requirements of the corresponding labour market.
2. Realizing the need to provide ample opportunities to enhance skills of marginalized groups, including those in informal sectors, the Open and Distance Learning (ODL) mode of education is required to provide easy access to relevant and need based vocational education programmes at various levels.
3. To facilitate access to VET programme to the huge number of workforce in the informal sector, there is a need to capture the potential of private initiative in providing training to the vast masses. In this endeavor, role of the Government should be more strategic than comprehensive.
4. The government may come forward to help in establishing a Skill Development Fund emulating the example of Korea and European countries. This Fund may be utilized by employers for training their employees in newer skills, by making specific proposals to the Funding Authority.
5. In collaboration with the Employment Exchanges in the country, the educational needs of various registrants may be studied and suitable courses may be offered to them by the Open Schooling Organizations.
6. Realizing that Open Vocational Education programme has potential to meet the educational and development needs of the differently abled persons, a flexible educational approach for appropriate VET courses needs to be adopted to provide appropriate responses to meet the challenges for their skill upgradation.
7. The ODL system should strive to prepare need based local specific modular courses with suitable provision of providing hands on training to the learners. Efforts may be made to make effective use of the traditional system of learning skills in family and/or under the guidance of artisans. The traditional ways of doing things may be made more effective by integrating technical, scientific and technological advancement in modern times.
8. Need based courses in emerging disciplines may be introduced for girls and women and special campaigns may be organized to encourage them to opt for such courses in vocational education and training.

9. Marginalized groups including girls/women and differently abled persons may be provided with guidance and counseling :
 - (i) to become aware of their interest, potential abilities and special talents, and
 - (ii) to pursue the courses designed to realise their potential.
10. Vocational Education Training (VET) has to be learner centred. Skills and competencies and capability development need be individualized. Quality assurance mechanism must be a dynamic mechanism and the quality of products and services needs to be decided upon. There has to be updation of knowledge and technology for raising and maintaining quality.
11. The educational institutions in formal education sector should take responsibility for Vocational Education and Training (VET) through ODL mode not only in direct training delivery but also in building competency standards, testing competencies and certification etc., for the purpose of optimum use of infrastructure and faculty.
12. A competency based training system may be developed. Identification of competencies must be done by analyzing the job functions, feed back from employers and learners looking into their personal growth needs and assessing the future requirements of the occupation.
13. The professional development of trainees may include the pre-service training and or in-service training depending upon the needs of individuals and may include elements such as education theory in general and particularly as it applies to VET and ODL system, methods of evaluating/assessing the learners, work, choice and use of contemporary multi media techniques particularly ICT, creating and producing appropriate learning materials including modular and computer aided instructional materials and an introduction to occupational guidance and counseling methods.
14. The Government should develop and prescribe National Competencies Standards to be attained by the institutions in their training programme and also develop suitable arrangements for testing and certification of competencies. An autonomous and independent Accreditation Authority may be constituted for this purpose.
15. The developing countries in Asia and Africa are grappling with the challenge of Human Resource Development. There is a need to set up or upgrade the open schooling system in these countries. The International agencies like the Commonwealth of Learning (COL), UNESCO, UNICEF, World Bank, to assist the developing countries in these endeavours. The National Institute of Open Schooling (NIOS) India, in its capacity as the Secretariat of the Open Schooling Association of Commonwealth, should take appropriate steps for promotion of Open Schooling in the developing countries.

16. International cooperation, through exchange of good practices and methods, should be utilized to apply internationally recommended norms and standards relating particularly to a system of assessment and evaluation, of scientific and technical symbols, occupational qualifications and certification, equipment and technical standards, information processing, equivalency of qualifications implying standardization of curricula and testing, occupational safety and security, environmental protection and conservation.
17. International cooperation should be utilized for capacity building in developing countries specially in the area of acquisition, adaptation and application of technology through fellowship and exchange programmes for teachers/trainers, students and administrators/managers, provision of work experience abroad, sustained cooperation between similar institutions in different countries.
18. Emphasis should be on the need for developing the learner having an adoptive personality as a generic skill, along with skills of creativity, entrepreneurship and learning ability.
19. Use of ICT for promoting VET and ICT enabled development to reach rural communities in bringing down economic transactions and cost of delivery system.
20. A substantial involvement needs to be maintained with industries and professional service sectors at all levels especially in the evolution of curriculum, in its transaction through teaching learning process, in the assessment or evaluation of students and as far as possible in joint certification.
21. A National Grid (NG) for VET may be constituted, which may be built on other available ICT networks. The National Grid may contain
 - i. database of skills and jobs for learners and for life long career development opportunities.
 - ii. learning and testing platforms.
22. Skill training to be demonstrated by using ICT in the form of digitization, simulations so that lessons learnt can be practiced with hands on experience.
23. There is a need for policy equalization. Technological and knowledge resources should be made available at grass root level for VET providers, trainers and learners. This may be linked with other developmental projects of Government.
24. Use of ESUSAT and other technology for networking personalization and contextualisation i.e.,

- i. Linking people to knowledge dissemination
 - ii. Personalized and small group learning
 - iii. Developmental activities.
25. Legal provisions may be made to ensure the responsibilities of the implementing partners.
 26. Possibilities for virtual infrastructure, wherever possible, may be explored.
 27. Rigorous but transparent monitoring system may be ensured. Appropriate preventive and remedial measures for ensuring quality, and bench marking of the institutions based on laid down performance standards may be explored.
 28. Sharing of resources may be explored by possible establishment of consortium of vocational training providers.
 29. There is a need to reach out to the villages. Community education should evolve through consultation and networking with those who can benefit from VET. The community may be the resource centre.

These recommendations submitted were adopted by the Conference which also authorized Chairman, NIOS to modify and edit in view of the need for implementing these recommendations.

Visits of Foreign Delegates to NIOS

International Visits

● **Chinese Delegation's Visit to NIOS**

A five-member delegation consisting of senior academicians from the Peoples Education Press, China visited NIOS on 24 August 2005. The delegates interacted with the NIOS faculty about the Open Schooling System in India in general and role of Audio-Video Teaching Aids in particular.

Prof. K.R. Chandrasekaran, Director (Academic), NIOS gave an overview of the role and functions of the NIOS and its organizational structure. Mrs. Manju Gupta, Assistant Director (Academic) gave information about various Courses of NIOS. The team visited the NIOS Studio where Shri R. K. Arya, Joint Director (Media) explained the process of development of Audio-Video programmes.

● **NIOS Hosts COL Sponsored Institute for Educators**

The NIOS, New Delhi organised a Commonwealth of Learning (COL) sponsored Institute for Educators of Bangladesh, Pakistan, Sri Lanka, Ghana and Nigeria from 11 to 22 September 2005. Thirteen

participants from these countries attended the programme. The objectives of the programme were:

- (i) To share experience of NIOS in conducting the open schooling programme
- (ii) To visit some study centres of NIOS.
- (iii) To interact with other organisations associated with NIOS activities.
- (iv) To develop proposals on prospects of establishing or upscaling the open schooling system in home countries.

On 12 September 2005, Dr (Mrs) Sushmita Mitra, Director, Department of Student Support Services (SSS), NIOS welcomed the delegates and gave an overview of the Programme Schedule. The discussion themes in various sessions were:

- Open Schooling System in India
- Unique Features of NIOS: Learners' Profile
- Courses and Programmes of NIOS
- Open Basic Education Programme
- Vocational Education Courses offered by NIOS
- Delivery Mechanism of NIOS
- Process of Curriculum Development
- Process of Material Development
- Cost of Development
- Student Support Services: The Partnership Model
- Evaluation and Certification
- Media in Open Schooling
- Use of ICT

Shri M.C. Pant, Chairman, NIOS gave precise information about School Education scenario in India with special emphasis on open schooling system.

On behalf of the participants, **Ms. Zahida Qazi**, Programme Coordinator, Open Middle School Project, Institute of Mass Education, Allam Iqbal Open University, Islamabad, Pakistan appreciated the presentations and interactions during the programme.

Ms. Susan Phillips Education Specialist COL informed that this Institute was the third major orientation programme for functionaries of

open schooling organized jointly by NIOS and COL. While giving highlights of the programmes of COL, Ms. Susan Phillips appreciated the efforts made by NIOS for conducting successfully the Institute for educationists from five countries.

Presentation of Country Reports

One of the tasks assigned to the participants from Bangladesh, Sri Lanka, Pakistan, Nigeria and Ghana was to prepare the Country Reports. The underlined idea was that the Framework proposed in the Country Reports may prove useful for promotion of open schooling programmes in the respective countries. To develop draft frameworks for open schooling programmes, one NIOS officer was attached with each participating country for discussion on educational challenges and evolving appropriate responses. Accordingly the Country Papers prepared by the delegates were presented.

- **Visit of delegates from 25 countries**

As requested by NIEPA, a team of 43 foreign delegates from 25 countries Bangladesh, Bhutan, Burkina Faso, Burundi, Cambodia, Costa Rica, Gambia, Georgia, Iraq, Ivory Coast, Kenya, Macedonia, Madagascar, Mauritius, Nepal, Nigeria, Papua New Guinea, Senegal, Sierra Leone, Sri Lanka, Sudan, Tajikistan, Tanzania, Uganda, Venezuela and Zambia visited NIOS on 16 February, 2006. They interacted with the faculty of NIOS (India).

- **British Prime Minister's Visit to OBE Centre of NIOS**

The Salaam Baalak Trust got an opportunity to interact with the British Prime Minister, Mr Tony Blair, and his wife Mrs Cherie Blair on 7 September 2005. The couple interacted with the children at the Trust. The children presented them paintings and drawings made by them. The learners staged a street-play on the lives of street children. The Salaam Baalak Trust, Paharganj, New Delhi is an OBE Centre of NIOS and is taking care of the education of street children.

- **UNESCO Project Meeting on Disaster Preparedness**

A two-day meeting was organised by UNESCO on 12-13 September 2005 to discuss the strategies of the project on Education for Natural Disaster Preparedness in Asia-Pacific in the context of Education for Sustainable Development (ESD). During the meeting, several presentations were made by the experts in the light of Tsunami disaster. Participants from Sri Lanka, Maldives and Bangladesh made presentations on the post Tsunami scenario. NIOS was requested to give a presentation on the Disaster Preparedness on behalf of participating organizations. The Director (Academic), NIOS,

Prof K. R. Chandrasekaran, made a presentation on various steps taken by NIOS for integration of Disaster Management in the curriculum at Secondary, Senior Secondary and OBE levels in different subjects like Environmental Science, Science and Technology and Social Sciences. The presentation was appreciated by UNESCO representative for ESD in Bangkok and also by the Director in-charge of UNESCO at Delhi.

- **COL-NIOS Project for Identifying the Training Needs**

In collaboration with the Commonwealth of Learning (COL), NIOS has taken up a project to identify the Training Needs of Coordinators and Teachers of the Study Centres of NIOS. Under this project, about 218 Accredited Institutions (AIs) having sufficient experience with NIOS were identified. Two separate questionnaires, one for Coordinators and other for the Teachers, were despatched to these AIs. The feedback will be analysed for developing appropriate training strategies.

- **Conference on Digital Learning**

A two-day conference on Digital Learning (2005) was organised by the Centre for Science, Development and Media Studies (CSDMS) on 18-19 October 2005 at 'The Grand', New Delhi. The theme of the conference was 'ICT and Education: Challenges and Practices'. A presentation was made by NIOS on the On Demand Examination System (ODES). This was highly appreciated by the participants as an innovative step towards flexible and fearless Examination System.

- **World Bank's Meet on Universalisation of Secondary Education**

The fourth meeting of Advisory Group on the Study of Secondary Education in India was organised by the World Bank at its New Delhi premises on 28 November, 2005. The paper prepared by the World Bank in the context of Universalisation of Secondary Education in India was discussed in detail.

Participating in the discussion, the Director (Academic), NIOS emphasised the need for promotion of Open Schooling programme to meet the goal of Universalisation of Secondary Education in India. The World Bank officials appreciated the proposal and assured that they would include a write up on potential of Open Schooling system and the endeavours of NIOS and the State Open Schools (SOSs) in the area of Open Schooling.

Visits of NIOS Faculty Abroad

- **Award of Research Residency at International Research Foundation for Open Learning (IRFOL) Cambridge from 7 to 18 March 2005**

Dr (Mrs.) Sushmita Mitra, Director (Academic) was awarded Research residency at International Research Foundation for Open Learning (IRFOL), Cambridge, which she availed from 7th to 18th March, 2005.

The purpose of this programme was for reflective activity through discussion and interaction with IRFOL staff, other resources and networks, draft a paper for publication, with support as appropriate from IRFOL colleagues; engage with IRFOL staff in developing a draft of a joint research proposal which could then be promoted for funding as appropriate.

As a consequence Dr Mitra had the opportunity to visit and interact with the staff of IRFOL, International Extension College, National Extension College, Institute of Community Studies and the Young Foundation in London, and other faculty members of Cambridge University. She contributed in a paper jointly developed by IRFOL called "*The art of the possible: issues of learner support in open and distance learning in low income countries*". She also developed a Concept paper titled "*The Effectiveness of Open Vocational Education at National Institute of Open Schooling*", after having discussion with IRFOL. She gave a presentation on Open schooling System in India to the faculty members of IRFOL, IEC, and NEC.

- Shri V.J. Williams, Director (Evaluation), NIOS visited Nepal from 21 to 23 July, 2005 to inspect schools for accreditation by NIOS.
- **NIOS and COL Sponsored Study Visit to the Open Polytechnic of New Zealand**

Two faculty members from the Vocational Education Department of NIOS viz., Dr Mamta Srivastava and Dr. R.S.P. Singh were sent to Design and Development Center of the Open Polytechnic of New Zealand for 15 days . This was NIOS and COL Sponsored trip. The group visited the following institutions .The Open Polytechnic of New Zealand, DDC, Wellington Institute of Technology, Correspondence School, Massey University.

The objective of the visit was :

- To have discussion with the staff involved in evaluation of the courses.
- Observation and practical experience in instructional design .

- To spend time with staff from learning support team, early childhood education section , school of work place learning etc .
- To interact with staff of correspondence school, etc.

Several potential areas in which action can be taken were identified by the staff members. A few of them are as follows:

- Develop competency based vocational curriculum and self learning material.
- Introduction of credit system for all vocational courses.
- Courses to be transformed into modular form.
- Develop schedule for training programmes and monitor them strictly (A Monitoring Unit needs to be set up in the Department).
- Promotion of industry – institution linkages at all stages i.e., from curriculum development to assessment.
- Model training institutions to be set up for providing training as well as for validation.
- Need for Placement Cells in the Regional Centres so as to form linkages with local industries and other employment agencies.
- Establishment of Guidance and Counseling Centres in the Regional Centres for pre registration and as well as informing learners about lateral and vertical mobility.

9. Information and Communication Technology

ICT in National Institute of Open Schooling

Under the Open Learning programme, the face-to-face contact is very limited. Since the learners are at a distance the Open and Distance Learning (ODL) mode of education has been adopted. In such scenario, Open Schooling programme has to depend heavily on the use of Information and Communication Technology (ICT). The use of ICT is relevant in case of Open Schooling by its very character. NIOS strives to use ICT in almost all of its activities and programmes, particularly as a significant strategy for "reaching the unreached".

◆ Infrastructure and Areas of Applications

The NIOS has come a long way in the forefront of Information Technology since it made a small beginning with only two personal computers in 1989. Today it has a well - equipped computer centre with various types of computers and printers of latest configuration. There is Local Area Network with centralised database system with Windows NT/Windows 2000/XP professional as the basic network operating system. Besides, Desktop and printers were provided to all the departments and branches for smooth and efficient functioning. The computers in different NIOS buildings are connected with a high end HP server through 10/100 mbps backbone connectivity. This has greatly enhanced communication and resource sharing among the users.

For Internet Access round the clock through the Local Area Network, a dedicated Internet DSL leased line with 512 K capacity has been installed in the three buildings of NIOS. It has greatly augmented the Information and Communication capability of NIOS. It has also helped in reaching the NIOS learners promptly. There is one compact Multi-Media machine "K-Yan" for training, presentations and community learning. The Cable/TV/Internet can be connected to "K-Yan".

All the Regional Centres of NIOS are provided with basic computing facilities with four computers and two printers. The Regional Centres are also provided with Internet access and e-mail facility for transfer of data and for smooth connectivity with NIOS Headquarters at Delhi. The Admission and Examination data were transferred through e-mail

from the Regional Centres to the Headquarters, which expedited the processing work tremendously. The Computer Centre provides computing services to all the Departments and Units of NIOS.

The Library is equipped with Libsys software package, which is an integrated multi-user library management system that supports all in-house operations of the Library. The Libsys consists of modules on acquisition, cataloguing, circulation, serials, article and indexing. The database of books available in the Library is being updated on day-to-day basis with details of recently acquired books. Records of all the Library patrons have been created in the Libsys package. The editing and updating activities are in progress.

◆ **Student Information System**

Starting from punching of registration/admission form and scanning of student's photograph to the issue of the certificate, all the processes are computerised. The following areas are covered under Student Information System:

- ◆ Admission/Registration
- ◆ Photo Scanning
- ◆ Pre-examination
- ◆ Result Processing
- ◆ Certification

Admission 2005-06

During the year, the initial processing in terms of data-entry, verification and updation was done at the respective Regional Centres and the data was transferred through E-mail to the NIOS Headquarters in Delhi. Approximately 267 thousand students admission data were processed at the Computer Unit of NIOS during the year 2005-06.

Examinations

Pre-Examination Activities (April 2005 and October 2005 Examinations)

During 2005-06, the pre-exam processing in respect of data of about 488092 students was done both in the academic and vocational streams as against 448 thousand during 2004-2005. The work included data-entry of examination lists and examination forms, their verification, updation and generation of various reports for use by the examination centres for conduct of examinations.

Result Processing (April 2005 and October 2005 Examinations)

During April 2005 and October 2005, Examination result of about 488 thousand students was processed. The photographs of all successful candidates scanned at the time of admission were printed on the certificates.

◆ **NIOS on the Web**

Web Accessing and Web Designing

With dedicated lease line for Internet Access, the NIOS officials can access Internet from their computers without using user name and password. This has helped the Academic as well as Non-Academic staff members to access information from all over the world.

E-mail Id to NIOS officials

Official E-mail Id of NIOS officers have been generated and configured on the NIOS web site. A training-cum-orientation programme for the same was organized to help / facilitate the officers to access Internet and their E-mails.

A separate link “Ask Your Teacher” has been provided on the web site to facilitate student’s support by NIOS. Students can now directly interact through E-mail to concerned subject experts and can easily solve their problems/ queries related to their subject area.

◆ **Online Course Material**

The complete study materials of the revised Secondary Education Course and Senior Secondary Education Sociology courses have been placed on the website. These materials are available in the PDF format and can be downloaded/accessed from the link titled “On-line Course Material” from the home page. These PDF files can be viewed in Adobe Acrobat Reader, which can also be downloaded from the website.

◆ **Information under RTI Act**

As per the Right to Information (RTI) Act, the information has been placed under the Link RTI Act on the Home Page of NIOS.

◆ **Student Information Section**

All the information related with Students like Complete Student details, Hall Ticket for the Examination and Results are placed on the Internet to facilitate the students.

E-Group Muktaashiksha

The E-Group Muktaashiksha is an Electronic forum for discussion and

sharing the information among registered users who can be NIOS Learners, Coordinators, Academic Facilitators. It also works as a Bulletin Board.

- ◆ **Future Perspective**

- Scanning of Admission Form and Smart I-Card for NIOS Learners**

- NIOS is working in the direction of scanning the whole Admission Form using ICR technology. This will help in retrieving the Admission Form electronically as an image and can be converted into a database as per NIOS requirement for various student data processing. Each NIOS Learner will be issued smart I-card which will be highly temper proof and cannot be duplicated.

- ◆ **E-Learning through Virtual Classroom**

- NIOS is in the process of providing its learners the facility of Education through Virtual Classroom.

10. Library, Documentation and Information Services

The National Institute of Open Schooling Library- cum-Documentation Unit houses a print collection of 14,727 books, 11,500 loose issues of journals and non-print collection of 688 audio/video cassettes particularly on education, distance education, and the subjects offered by the NIOS at different levels. It receives more than 80 National/ International journals on subscription and complimentary basis and 23 magazines, 18 Daily and 2 Weekly newspapers on subscription basis. Newsletters of CBSE, COBSE, COL, DELNET, ICDL, IGNOU, NIEPA, NCERT, NCSTC, NLM, ODLAA and UNESCO are also received on complimentary basis.

The main objective of the NIOS Library is to cater to the needs of academic, non-academic staff and other educational experts who are engaged in the development of curriculum and study material for the NIOS learners of various courses

The NIOS Library performs the following tasks to provide library services.

Technical Processing

All procured books in the NIOS Library are classified and catalogued. It uses Dewey Decimal Classification 20th Edition Scheme for classification; and Anglo-American Cataloguing Rules for cataloguing. During 2005-06, more than 360 books were classified and catalogued.

Up-dation of Library Database

The library database was up-dated by making entries of books and journals procured for the Library . Data relating to issue and return of books and journals were also entered .Press clippings in electronic form were generated and stored in compact discs.

Scanning for Educational News

More than 6000 newspapers/magazines/journals were scanned during 2005-06 for identifying news items and articles on Education, Distance Education and particularly on NIOS.

The NIOS Library provides the following services

Circulation Service

It includes issue and return of books, magazines, journals, audio/video cassettes and cds, registration of new members and issue of 'No Demand Certificate'. During the year, more than 8,000 documents were issued and returned. Sixty library tickets were issued to eight new library members and 'No Demand Certificates' were issued to six members.

Inter-Library Loan

Under this service, documents are made available on Inter-Library Loan to the users from other Libraries, in case of non-availability of required documents in the NIOS Library. More than 80 books were made available from different Libraries.

Reference Service

It is provided in anticipation and on demand. It includes answering of queries and searches for reference. During the year, 250 queries were answered and 360 searches for documents were made for providing required information to the users. More than 350 persons other than registered library members visited the NIOS Library for reference purpose and searches for references.

Referral Service

Under this service, the user is referred to other Libraries if the required document is not available in the NIOS Library and cannot be made available on Inter-Library Loan. Eighteen members were referred to other Libraries for providing them the required documents/information.

Reprographic Service

The NIOS Library provides on demand xerox copies of reference material to the library users. During the year, more than 3,000 copies of reference material were made available from various documents.

Addition to the NIOS library

During the year, 327 books and 09 cds were added in the NIOS Library. Subscription in respect of sixty two journals, 23 magazines, 18 daily and 2 weekly newspapers was renewed for a further period of one year.

Information Technology

Keeping pace with modern information technology, the NIOS Library provides facilities of INTERNET and DELNET (Developing Library Network) to the members of the Library. DELNET, with more than 989 institutions as its members, promotes resource sharing among the member

Libraries. The NIOS Library members used INTERNET and DELNET for more than 400 hours during the year 2005-06.

The NIOS Library uses “**LIBSYS**” software. It is fully integrated library system which supports all activities relating to acquisition, cataloguing, circulation and serials. It also provides for analytical indexing of journals, and an advanced user-friendly OPAC (Online Public Access Catalogue) interface to access all library materials through a web browser.

E-Press clippings and New additions Service

Under this service, scanned important news clippings on education, distance education, and new addition list of books and journals are being sent through e-mail to Officers at NIOS Headquarters and at its Regional Centers.

11. Human Resource Development

The Human Resource Development Unit of NIOS aims at developing effective manpower resources for Open Schooling. In-service training of the staff both at the headquarters and at the study centres is crucial for the effective functioning of the Open Schooling System. The Human Resource Development (HRD) programme of the National Institute of Open Schooling (NIOS) emphasizes that nurturing the personnel associated with open schooling is as important as nurturing the learners of open schools.

- **International Centre for Training in Open Schooling (ICTOS)**

After informal discussions and consultations, an International Centre for Training in Open Schooling (ICTOS) was established in the National Institute of Open Schooling (NIOS), India.

- **Objective of ICTOS**

- To identify the training needs of personnel involved in open schooling programmes in the member countries of the Commonwealth of Learning (COL).
- To organize need based training programmes for personnel working in Open Schooling Organisations/Institutions in the COL member countries.
- To offer, on request, consultancy services in Open Schooling.
- To develop and maintain data base on various aspects of Open Schooling.
- To perform any other task as the situation may warrant.

- **Course Transaction and Delivery**

This certificate and diploma courses in open schooling will consist mainly of print media supported by audio and video-cassettes. A few contact sessions will be arranged at NIOS Headquarters and its Regional Centres. Two-way communication will also be made available through telephone, Internet and regular mail. Internal assessment will also be done. The trainees will have to attend a workshop in order to have face-to-face learning sessions. These sessions will be utilized for practical assignments

- **Course Structure**

Level	Certificate in Open Schooling (COS)	Advance Certificate in Open Schooling (ACOS)	Diploma in Open Schooling (DOS)
Nature:	<i>Basic</i>	<i>Advanced</i>	<i>Advanced with hands-on</i>
Credits*:	14 credits	7 credits	7 credits
Duration:	6 months	3 months	3 months
Eligibility:	Graduate	COS completion	ACOS completion
Fee	US\$ 500/Rs.1000	US\$300/Rs.750	US\$ 200/Rs.750

***1 credit = 30 learner study hours**

As regards Training Package, 11 Modules have been identified for Certificate, Advanced and Diploma Courses in Open Schooling. The following modules have already been prepared.

1. Concept and Philosophy of Open Schooling
2. Curriculum and Course Development
3. Student Support Services
4. Media in Open Schooling
5. Evaluation Techniques Open Schooling

The following modules are under preparation for Advanced Certificate Course in Open Schooling

- **Core Module (compulsory)**

1. Multimedia Approach-Information & Communication Technology (ICT)
2. Open Basic Education
3. Open Vocational Education

- **Optional Module (any one of them)**

1. On Demand Examination
2. Statistical Methods and Research Methodology
3. Planning, Management and Finance under Open Schooling

◆ **Publications**

- A brochure about the International Centre for Training in Open Schooling (ICTOS) was reprinted
- 4 Module were Reviewed and printed:
 - Concept and Philosophy of Open Schooling
 - Curriculum and Course Development
 - Student Support Services
 - Media in Open Schooling

◆ **Other publications include**

- Assignments for Certificate Course in Open Schooling
- Evaluation Techniques in Open Schooling

◆ **Under Publication**

- The Report of the Institute for Educators from Bangladesh, Ghana, Nigeria, Pakistan and Sri Lanka organised by NIOS from 11 to 22 September, 2005 is being printed.

◆ **Activities for the year 2006-07**

- Preparation of the remaining course material for Certificate and Diploma Courses in Open Schooling.
- Advertisement for inviting application forms enrolling Certificate and Diploma Courses in Open Schooling.
- Launching of certificate and diploma courses in open schooling
- Enrolments of the Certificate and Diploma courses for national and international level persons working with open schooling system and those who want to work with open schooling system.
- Enrolment of the Certificate and Diploma course for NIOS faculty (Academic Officers and above).
- Arrangement of Resource Persons for conducting face-to-face workshops.
- To organise need based training programmes for personnel working in Open Schooling Organizations/Institutions in the COL and UNESCO member countries.
- To offer, on request, consultancy services in Open Schooling.

12. Research Studies and Surveys

12.1 Scheme of Grants-in-Aid for Research Projects in Open Schooling (GRPOS)

One of the main objectives of National Institute of Open Schooling (NIOS) is to undertake research and assist other organizations/institutions to promote research in Open Schooling. In pursuance of the above objective and keeping in view the emerging areas of research, a detailed scheme of **Grants-in-Aid for Research Projects in Open Schooling (GRPOS)** has been developed. It contains guidelines for screening modalities, monitoring and evaluation, modalities for releasing funds etc., for research projects received from external organizations/institutions. The scheme was edited by a sub-committee comprising of internal faculty members constituted by the Director (Academic). The scheme was discussed thoroughly in subsequent meetings of the Research Advisory Committee (RAC) and approved in its meeting held on **2 March, 2006**.

The GRPOS was approved in principle by the Academic Council in its meeting held on 29 March, 2006. The scheme (language and Memorandum of Understanding) was vetted by the Legal Cell of NIOS. The scheme will be operationalised after the approval of the Finance Committee and the Executive Board of NIOS.

12.2 Screening of External Research Projects

In a meeting of the Research Advisory Committee (RAC) held on 22 August, 2005, the following research proposals were presented by the Principal Investigator.

- (i) “Enhancing Effectiveness of the Students Support Services” submitted by the Society for Planning and Action Research.
- (ii) “Independent Learning based upon Self-Learning Approach” submitted by the International Council of Education.

The Principal Investigators were advised to modify their projects in the light of the suggestions given by the RAC.

12.3 Priority Areas of Research in Open Schooling

The areas of research in Academic, Management/Administration and

Vocational Education in open schooling were identified. These were discussed and approved with minor modification in the RAC meeting held on 2 March, 2006.

◆ **Research in Academic Areas**

Research in Open Schooling in National Open School aims at finding out the solutions of the problems/difficulties identified in all the areas such as:

- Flexibilities and openness in the Open Schooling System,
- Student Support service – PCPs, TMA,
- Support media,
- Effectiveness of Self Instructional Materials (SIM),
- Examination and Evaluation strategies,
- Need based subject selection/subject combinations,
- Possibilities of integrating modern technology for effective instruction, and

◆ **Research areas in Management/Administration**

1. NIOS success record viz., Employability/present status of NIOS students for academic/vocational courses.
2. Conduct PCPs at various study centres.
3. Role and Functions of the Academic Facilitators in NIOS

It could include the following factors:

- How often they visit AI/AVI?
 - What specific areas do they look at ?
 - What information do they provide to NIOS?
4. The efficiency of distribution system of learning materials and its cost-effectiveness.
 5. Selling of self-instructional material (SIM) with special attention to feasibility of sale of SIM in Open market.
 6. A study on role of OSD and raid parties during examinations.
 7. Cost-benefit analysis, advantage, and disadvantage of centralized evaluation system vis-à-vis decentralized evolution system in NIOS.
 8. Evaluative studies about the conduct of examination at NIOS

◆ **Research Areas in Vocational Education**

1. Studying job profiles of pass-outs of vocational courses of NIOS.
2. Effectiveness of Networking with Industries/Technical Institutions in Open Vocational Education.
3. Marketability in terms of demand of vocational courses – An evaluation study.
4. National level impact study of vocational training in the field of Business and Commerce of NIOS learners.
5. Comprehensibility of vocational learning materials used by NIOS learners in the field of Health and Paramedical Education.
6. Different factors causing low enrolment of some vocational courses and remedial measures.
7. Effect of Vocational Training on Employment opportunities.
8. Feasibility study of new vocational courses.
9. Status review of existing vocational courses (Impact Study)
10. Learner profile in vocational education.
11. Requirement of need based and job oriented Vocational courses through Open Schooling.

◆ **The Research areas envisaged in NIOS Vision Document 2020 are as follow :**

- Studies on accessibility of NIOS and the constraints both from learner and institutional point of view.
- Surveys to assess the demand for different types of academic and vocational courses of study etc.
- Studies on critical review of the flexibilities and openness in the Open Schooling System.
- Tracer and other follow up studies to find out how the pass outs are employed and, in general, what they are doing and what their views about the courses completed by them.
- Studies on instructional methods suitable for Open and Distance Learning, support systems needed to enhance learning and procedures of continuous evaluation to be adopted for monitoring the progress of learners and also for helping them in learning more effectively.

- Studies based on analysis of examinations data to assess the quality of questions and to analyse the performance of examinees on different competencies tested by the questions.
- Studies on socio-economic background of learners and their performance level.
- Studies on delivery system including use of ICT and other modes.
- Studies on efficacy of self-instructional materials.
- Evaluation of the effectiveness and quality of Personal Contact Programmes (PCPs), Support mechanisms and Media etc.
- Comparative study pertaining to performance of pass outs of ODL system with those of formal school system.
- Studies on per student cost and cost-effectiveness of the ODL system for different types of courses.

13. Measurement and Evaluation

The National Institute of Open Schooling (NIOS), erstwhile National Open School (NOS), came into being in 1989. In 1990 it was vested with the authority by the Government of India to examine and certify students up to pre-degree level. **The National Institute of Open Schooling conducted its first examination in 1991 and since then it has been conducting two examinations every year. It has conducted 31 examinations up to the year 2005-06. The National Institute of Open Schooling is the only Board which conducts two full-fledged examinations every year. One of the fascinating features of NIOS examinations is that it does not have the infrastructure of its own. It depends on institutions established by the public sector and private sector to conduct its examinations without disturbing their academic schedule. The National Institute of Open Schooling gives lot of flexibility in matters relating to admission and examination.**

The measurement and evaluation of learners' achievement in Open and Distance Learning System is mainly undertaken through external examination. Thus the techniques and tools of evaluation in Open Schooling have to be devised on systematic and scientific lines so as to make the scheme of external examination trustworthy and transparent for the learners. The process of learning in National Institute of Open Schooling commences when the learner seeks admission to any of its courses and continues till he/she appears in examinations (subject to eligibility) and is certified by the organisation. Examinations are integral part of evaluation. Examination is a technique to know what one has learnt, achieved and retained and how the learner expresses during the examination.

In order to provide reliability, validity and credibility to the National Institute of Open Schooling examination system, several in-built checks and balances have been incorporated into the system to ensure these objectives. The Academic Department of NIOS prepares design of question paper and a sample question paper based on the design and blue print. The paper setter is provided with the syllabus, study material, sample question paper and question paper design in order to help him/her to prepare a balanced question paper containing short answer type, very short answer type, essay type and objective questions based on knowledge, understanding and application.

NIOS organises workshops to improve the quality of question papers to ensure that these question papers are oriented to test not merely the acquisition of knowledge but also the ability to apply knowledge and development of

problem solving abilities. The question paper sets are moderated to ensure that the questions are within syllabus; they are neither too tough nor too easy and the marking scheme prepared is accurate and covers all parts of questions.

The evaluation process starts by holding meetings for standardisation of the Marking Schemes in various subjects and their finalisation after the question papers have been administered. The Team Leaders and Evaluators evaluate the answer books at the Spot Evaluation Centres. The evaluation programmes are organised by the concerned NIOS Regional Centres; and the awards are sent to the Director (Evaluation). The results are processed and declared normally within four-five weeks of the close of the examination.

After the examinations are over, there is post analysis of question papers of all subjects covering mainly the standard of question papers, difficulty level and language.

The Moderation Committee reviews and moderates the results after having lively discussions. The result is approved by the Chairman of NIOS.

Public Examinations during 2005-06

As usual, the NIOS conducted two public examinations, one in April 2005 and other in October 2005. During the year 2005-06, 4,88,092 candidates appeared in the Academic and the Vocational Education Streams.

In all 2,53,431 candidates appeared for the Secondary Certificate Examination and 2,12,165 candidates appeared for the Senior Secondary Certificate Examination during 2005-06. In Vocational Examinations, 22,496 candidates appeared during the year 2005-2006.

The April 2005 and October 2005 examinations were held in 1047 and 792 examination centres respectively spread all over the country. The total number of examination centres for the two Public Examinations was 1839. Detailed guidelines were issued to Centre Superintendents of the examination centres to take all precautions to ensure smooth and fair conduct of examinations at their respective examination centres. To ensure effective supervision of examination, two invigilators are provided in each examination room.

To oversee the fair conduct of examinations, one full time Officer on Special Duty (OSD) was deputed at each examination centre. In addition, Flying Squad Teams were also sent to the examination centres. Assistance was sought from the State Education Agencies for ensuring smooth conduct of NIOS examinations. The Haryana School Education Board took suitable measures in this regard by deputing special teams of its officers to supervise and monitor the NIOS examinations in the State of Haryana.

In order to promote distance education in the country, the NIOS has introduced the use of several vernacular mediums for its Secondary course. The examinations in Urdu and in Regional Mediums viz., Telugu, Gujarati and Marathi were conducted during 2005-2006.

The Question Papers for all the subjects were printed during 2005-06 through the Confidential Press. These were stored and delivered from the Banks/Treasuries/Police Stations. The question papers were printed in multiple forms (three types) and these were distributed in each examination room, so as to avoid one to one copying by the candidates.

The Answer Scripts were handled and processed, packets made and secret code allotted before their evaluation.

The Answer Scripts were got evaluated at the Regional Centres of NIOS at Allahabad, Chandigarh, Delhi, Guwahati, Hyderabad, Jaipur, Kochi, Kolkata, Patna and Pune through approved Evaluators and Team Leaders.

The Confidential Section of the Department of Evaluation processed the cases of unfair means (UFM) detected during the course of the two examinations. These cases were discussed in the meeting of a high level committee. The students were given opportunity to put their view-points before the committee. The students found guilty were imposed penalties and a few of them exonerated as per rules by the UFM Committee.

As a measure to promote open schooling in the country, NIOS also reached a memorandum of understanding with the newly established Rajasthan State Open School to conduct Secondary and Senior Secondary examinations for the candidates enrolled by them during the year 2005-06. Necessary guidance was provided to their functionaries for initiating the process of centre fixation etc., for public examinations in the State.

Certification

During the year 2005-2006, NIOS certified 73,471 and 60,683 candidates for the Secondary and the Senior Secondary certificate examinations respectively. In the vocational education subjects, the number of candidates certified during the year was 13,682. Yearwise details of the number of students appeared and certified since January, 1991 are given below :

Table 13.1 : Examination Profile

Exam	Secondary			Sr. Secondary			Vocational		
	App.	Cert.	%	App.	Cert.	%	App.	Cert.	%
Jan-91	21560	5050	23.42	13406	3730	27.82			
Jun-91	23076	5388	23.35	18116	5185	28.62			
Nov-91	15193	3622	23.84	10504	3055	29.08			
May-92	24507	6700	27.34	15191	4736	31.18			
Nov-92	13683	3328	24.32	8633	3716	43.04			
May-93	34035	9140	26.85	22275	6700	30.08			
Dec-93	18418	4431	24.06	13019	4942	37.96			
May-94	37860	12067	31.87	28054	10864	38.73			
Nov-94	18200	4899	26.92	14209	6196	43.61			
May-95	25393	4692	18.48	22383	5169	23.09			
Nov-95	28161	4895	17.38	22644	5893	26.02	821	518	63.09
May-96	50640	15082	29.78	34049	7900	23.20	866	312	36.03
Nov-96	31287	8141	26.02	21786	5258	24.13	980	550	56.12
May-97	63387	17889	28.22	39483	9138	23.14	1519	706	46.48
Nov-97	38640	9268	23.99	24283	5559	22.89	1708	942	55.15
May-98	76845	18204	23.69	48202	11538	23.94	2554	979	38.33
Nov-98	45326	9674	21.34	28955	6773	23.39	2343	1680	71.70
May-99	90380	25309	28.00	57761	13426	23.24	3631	1962	54.03
Nov-99	53320	16366	30.69	34806	9777	28.09	3510	1873	53.36
May-00	98948	31818	32.16	71453	13024	18.23	5654	3670	64.91
Nov-00	52039	13625	26.18	36842	8808	23.91	3154	2126	67.41
May-01	122101	33849	27.72	93175	17858	19.17	5206	2680	51.48
Nov-01	58880	15804	26.84	48403	12267	25.34	6250	3997	63.95
May-02	143782	48653	33.84	100942	23579	23.36	8766	5795	66.11
Nov-02	70263	20309	28.90	56100	14913	26.58	4969	3671	73.88
May-03	172533	99250	57.53	117872	39603	33.60	12293	8251	67.12
Nov-03	69896	23663	33.85	70385	20181	28.67	5466	3536	64.69
May-04	237300	77570	32.69	170052	36660	21.56	12730	7254	56.98
Nov-04	100680	26786	26.61	84474	17999	21.31	8622	5220	60.54
Apr-05	167169	46728	27.95	136560	36436	26.68	13073	8006	61.24
Oct-05	86262	26743	31.00	75605	24247	32.07	9423	5676	60.24
Total	2089764	648943	31.05	1539622	395130	25.66	113538	69404	61.13

Performance

Subject-wise pass percentage for the Secondary and Senior Secondary courses is given below:

**Table 13.2 Subjectwise Pass percentage in
Secondary Certificate Examination**

SUBJECT	APR 05		OCT. 05	
	APP.	PASS%	APP.	PASS%
201 HINDI	94198	82.03	13892	73.50
202 ENGLISH	115087	60.32	32041	54.19
203 BENGALI	551	69.87	155	46.45
204 MARATHI	1515	81.78	168	69.04
205 TELUGU	573	80.45	49	46.93
206 URDU	1036	79.82	199	78.39
207 GUJRATI	160	87.50	10	90.00
208 KANNAD	52	46.15	8	37.50
209 SANSKRIT	7650	44.47	2405	41.74
210 PUNJABI	4265	79.60	425	74.11
228 ASSAMESE	65	72.30	17	58.82
231 NEPALI	1253	58.26	485	40.00
232 MALAYALAM	359	93.03	12	91.66
211 MATHEMATICS	76922	42.59	28787	36.97
212 SCIENCE	96415	40.81	36239	39.09
213 SOCIAL SCIENCE	101732	53.43	32901	45.00
214 ECONOMICS	44049	65.39	11560	55.19
215 BUSINESS STUDIES	26463	60.84	7544	56.28
216 HOME SCIENCE	53764	64.37	11984	52.11
217 TYPEWRITING (HINDI)	224	62.05	66	56.06
218 TYPEWRITING (ENG.)	4109	65.19	1038	60.50
219 WORD PROCESSING	23282	84.63	2844	77.77
222 PSYCHOLOGY	3642	44.12	1276	30.48
223 INDIAN CUL. &HERI.	2220	54.68	691	49.34

**SUBJECTWISE PASS PERCENTAGE IN SENIOR
SECONDARY CERTIFICATE EXAMINATION**

SUBJECT	APR 05		OCT. 05	
	APP.	PASS%	APP.	PASS%
301 HINDI	62488	69.46	15857	62.12
302 ENGLISH	84433	64.09	25875	50.65
306 URDU	747	65.06	202	78.71
311 MATHEMATICS	18606	46.00	6082	36.65
312 PHYSICS	21595	36.73	8454	42.71
313 CHEMISTRY	20956	39.78	7729	44.75
314 BIOLOGY	13983	48.94	4342	42.08
315 HISTORY	33855	69.46	9869	61.71
316 GEOGRAPHY	21092	52.67	7637	51.24
317 POLITICAL SC.	42927	62.49	14077	51.91
318 ECONOMICS	34942	55.62	12853	40.61
319 COMMERCE	16146	63.82	5047	58.89
320 ACCOUNTANCY	13228	43.43	4992	31.61
321 HOME SCIENCE	26853	64.41	7694	55.59
322 TYPE (HINDI)	182	60.99	51	62.75
323 TYPE (ENGLISH)	2264	58.17	839	47.32
324 STENO (HINDI)	19	47.37	4	50.00
325 STENO (ENGLISH)	120	36.67	31	64.52
326 SEC. PRACTICE	4942	67.08	1084	64.48
327 WORD PROCESSING	18771	62.63	4851	73.33
328 PSYCHOLOGY	4269	65.10	1527	57.89
330 COMPUTER SC.	4338	41.22	1492	56.57
331 SOCIOLOGY	13024	72.57	3511	61.46
332 PAINTING	1617	65.18	397	72.80

For the Secondary Education course, the pass percentage was above 40 in all subjects including Regional Languages for the April 2005 examinations. For the October 2005 examinations, the pass percentage was above 30 in all subjects. The lowest pass percentage in the Secondary Course in April, 2005 examination was in Science (40.81). In October, 2005 examinations, the lowest pass percentage was in Psychology (30.48). The highest pass percentage (above 90%) of marks obtained was in Malayalam in both the examinations in 2005, though the number of candidates appeared was small.

For the Senior Secondary April 2005 examinations, the pass percentage was above 60 in 13 out of 24 subjects. For the October 2005 examinations, the pass percentage was above 60 in 9 out of 24 subjects. The lowest pass percentage in the Senior Secondary examinations was in Steno (English) (36.67) for the April 2005 examinations. For October 2005 examinations, the lowest pass percentage was in Accountancy (31.61). The highest percentage of marks in April 2005 examinations was in Sociology (72.57) and in October, 2005 examinations, it was in Urdu (78.71).

Regional Languages Medium (RLM) Examinations – Secondary Examinations

During 2005-06, examinations in RLM were conducted in Urdu, Telugu, Marathi and Gujarati. The maximum number of candidates appeared was in the Marathi medium.

Table 13.4
Examinations in Regional Language Mediums

1. Secondary

<i>Medium</i>	<i>April 2005 Exam.</i>			<i>October 2005 Exam.</i>		
	<i>App.</i>	<i>Certified</i>	<i>Pass %</i>	<i>App.</i>	<i>Certified</i>	<i>Pass %</i>
Marathi	1199	507	42	407	185	45
Telugu	583	295	51	204	22	11
Urdu	792	380	48	292	125	43
Gujarati	154	75	49	43	12	28

2. Sr. Secondary

<i>Medium</i>	<i>April 2005 Exam.</i>			<i>October 2005 Exam.</i>		
	<i>Appe.</i>	<i>Certified</i>	<i>Pass %</i>	<i>Appe.</i>	<i>Certified</i>	<i>Pass %</i>
Urdu	355	96	27	180	46	26

On Demand Examination System (ODES)

ODES at Secondary Level:

The introduction of On Demand Examination (ODE) at the Secondary Stage has provided complete flexibility to the learners to pursue learning at their own pace. This has made the system of examinations independent of the time frame and will help the learners to take up the examinations as per their wish and preparation. They can also appear for improvement of their performance any numbers of times within the period of their admission till they are satisfied with their achievement.

Under the scheme of On Demand Examinations, a learner can walk into the identified Testing Centre of NIOS on any day of his/her choice and appear for the examination in any subject. The learner is provided with a question paper generated by the computer based on a blue print/design specific to the subject. The blue print is a three dimensional grid, which allocates the number of questions and marks to each module/unit of the subject, the learning objective and the type of question. While generating a question paper, the computer picks up a question for each cell of the blue print from about 30-40 questions, which have been developed and computerised for each cell. Thus each student appearing in a subject gets a different question paper, even if a large number of students are appearing in that subject. The weightage of each question paper set is maintained in terms of content, objectives and the types of questions.

Launching of ODES at Secondary Level:

The On-Demand Examination System (ODES) at Secondary level recommenced with effect from 8 February, 2005 on prescribed days. The On Demand Examination was conducted thrice a week. The number of candidates appeared and passed in different subjects till March 2006 was as under :

<i>Subjects</i>	<i>February, 2005 to March, 2006 (Cumulative)</i>		
	<i>App.</i>	<i>Pass</i>	<i>Pass%</i>
Hindi	1028	680	66.15
English	1431	478	33.40
Sanskrit	105	39	37.14
Mathematics	1253	128	10.22
Science	1528	320	20.94
Social Science	1716	158	9.21
Economics	231	110	47.62
Business Studies	461	264	57.27
Home Science	696	454	65.23
Typewriting (Hindi)	7	4	57.14
Typewriting (English)	37	25	67.57
Word Processing	309	160	51.78
Total	8802	2820	32.04

The On-Demand Examination at Secondary Stage will be extended to the Testing Centres being established at the Regional Centres of NIOS.

14. Promoting Use of Hindi

The National Institute of Open Schooling (NIOS) has been taking steps for progressive use of Hindi (as the Official Language) in order to implement the provisions of the official language as per guidelines issued from time to time by the Government of India, Ministry of Home Affairs. The Rajbhasha Section at the NIOS Headquarters looks after matters related to progressive use of Hindi in academic and administrative work. This section develops and disseminates guidelines for progressive use of Hindi, monitors implementation of the programme and assists various constituents of the NIOS in matters related to the official language.

During 2005-06, the Rajbhasha Section took steps to implement the official language rules as per the guidelines issued by the Ministry of Home Affairs. The main activities performed are as follows:

1. Translation

- During the year 2005-06, Press Releases related to different seminars, conferences and other programmes conducted by NIOS were translated into Hindi and published in all leading Hindi and English newspapers all over the country.
- The Annual Report of NIOS for the year 2004-05 was translated into Hindi.
- The Prospectus (Academic Courses) as well as the Prospectus (Vocational Education Courses) was translated into Hindi.
- Annual Accounts of NIOS and Annual Audit Report were prepared bilingually.
- Minutes of various meetings conducted in NIOS, such as Examination Committee, Prospectus Committee, Meetings of the Regional Directors, were translated into Hindi.
- Different types of documents issued under Sec. 3(3), such as, office orders, circulars, memorandums, tenders, were translated into Hindi.
- NIOS Website was developed on internet. It's Hindi version was also developed so that students and others may have easy access to the information pertaining to NIOS through internet.
- All NIOS certificates were prepared bilingually.
- "Guidelines for Admission to Vocational Education Courses" was translated into Hindi.

- Different official forms were translated in Hindi.
- "NIOS-At A Glance" was prepared bilingually.

2. Implementation Activities

Hindi Fortnight

The Hindi Fortnight was celebrated from 14 to 28 September, 2005 with enthusiasm. During this fortnight, the staff of NIOS participated in the following competitions :

- (i) Official Language Competition
- (ii) Computer based Hindi Knowledge Competition
- (iii) Poetry Competition
- (iv) Debate Competition
- (v) Quiz Competition
- (vi) One Act Play Competition

About 125 NIOS officials participated in different competitions, and prizes of Rupees 500, 400, 300 and 200 were given to I, II and III Prize winners. The Regional Centres of NIOS also participated in the competitions.

Meetings

During 2005-06, several important decisions regarding correspondence and noting in Hindi and about overall use of Hindi. Important decisions which were carried out for promotion of Hindi are as follows:

- (i) The letters received in Hindi are to be replied in Hindi only.
- (ii) All the resolutions, general orders, rules, notifications, administrative and other reports, Press releases, notices, tenders should be issued bilingually.
- (iii) 50% of books purchased by the NIOS Library should be in Hindi.
- (iv) More and more noting and drafting should be done in Hindi.
- (v) All the officers/ staff should participate in Hindi Workshop.
- (vi) Headings on the Registers and Service Books and entries in them should be made in Hindi.
- (vii) Every computer should have Hindi software.
- (viii) Those officers/ staff members, who do not have working knowledge of Hindi, should undergo Hindi training.

- (ix) Nameplates, Signboards, Rubber Stamps should be prepared bilingually.
- (x) All Departments must submit quarterly reports about progressive use of Hindi.

Training

Language Training :

One non-Hindi official underwent training in the Central Hindi Training Institute.

Computer Training :

The new Hindi Computer Software developed by Information & Broadcasting Ministry was made available and provided to the Departments at NIOS Headquarters and the Regional Centres of NIOS.

Inspection :

Several Sections in the constituents of NIOS were inspected to ascertain the actual position of use of Hindi and finding out possibilities of promotion of Hindi at different levels.

Participation in Conferences :

A three day Workshop on Hindi organised by the Bhartiya Bhasha Sanskriti Kendra at Darjeeling from 10 to 12 June, 2005 was attended by the officials of the Rajbhasha Section and the Administration Department, NIOS.

Publications

During 2005-06, several study materials as well as other documents in Hindi language were printed and supplied to the students enrolled for Secondary, Senior Secondary and Vocational Education courses. Certain other important publications, reports and journals printed in Hindi are as follows.

- ◆ Annual Report
- ◆ Prospectus (Academic Courses)
- ◆ Prospectus (Vocational Education Courses)
- ◆ 'Open Learning' Magazine (Bilingual)
- ◆ 'Open Schooling' News Bulletin (Bilingual)
- ◆ Almanac.
- ◆ Annual Accounts and Audit Report
- ◆ Answer Books

- ◆ Certificates and Mark Statements
- ◆ Several materials related to NIOS students.
- ◆ Memorandum of Understanding (for AIs)
- ◆ Memorandum of Understanding (for AVIs)
- ◆ Memorandum of Understanding (for OBE Agencies)

The NIOS purchased bilingual computers only and Hindi software was installed in all computers in various constituents of NIOS.

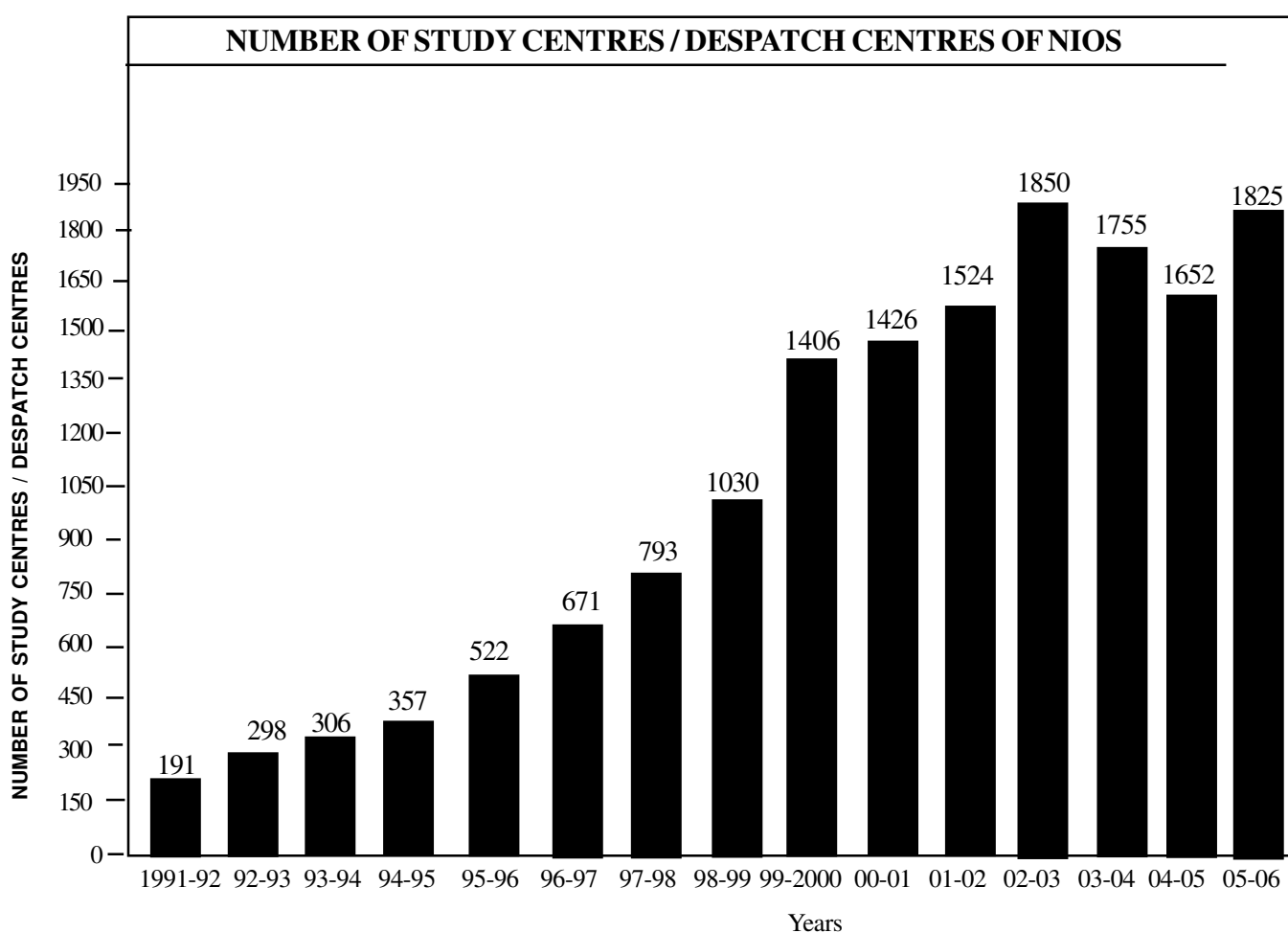
Several programmes related to incentives for promotion of Hindi were initiated and facilitation material was distributed. Books in Hindi were also purchased for the NIOS library. Steps were taken to get Quarterly Progress Reports on Progressive Use of Hindi, getting Name Plates prepared bilingually, and writing of selected words and thoughts on the Notice Boards. Materials for International Conference and papers related to certain other academic matters prepared in English were translated into Hindi also.

Since most of the students enrolled with NIOS, particularly those hailing from rural areas, belong to poor and backward classes, the cost of printed books is kept low as a part of the wider social objective (to keep the cost of printed material as cheap as possible). With this social objective in mind, only the actual cost of printed material is charged from the students and this cost is included in the total charges recovered from students at the time of admission. This, in a way, is to supply printed material to students at highly subsidized rates.

When millions of Books with hundreds of titles are required to be warehoused and distributed throughout the country to reach the students in time, it becomes a challenging task involving meticulous planning, adequate warehousing space, proper stock arrangements, packing and transporting under tight schedule so as to run the system efficiently.

The main aim to NIOS is to serve the people at large. NIOS makes sure that study materials are supplied to learners at the time of Admissions or immediately after the admissions are over. To achieve this target, NIOS utilizes the services of efficient, reliable and professional mailer/transporter for despatch of NIOS study materials all over the country. The mailer/transporter is selected through proper tenders and taking all related matters into consideration.

The details of the number of Accredited Institutions/ Despatch Centres are given in the Chart above.



The study materials printed for students are for the following levels.

- Open Basic Education books— This material is generally printed in four colours so as to make it catchy for the students.
- Books for Secondary Courses
- Books for Senior Secondary Courses
- Books for Vocational Education Courses

During the year, printing of despatches in Bengali, Gujarati, Urdu and Marathi was also undertaken.

Besides printing of books, the printing of the following important documents was also undertaken during the year :

- Almanac for the year 2005.
- NIOS Prospectus in Hindi, English, Marathi, Urdu, Gujarati, Bengali and Telugu for the year 2005-06.
- Various Reports of National and International Seminars and Conferences etc.
- NIOS at a Glance 2005
- Annual Report

Various Reports, Prospectus, Annual Account and Annual Report of NIOS and other important documents were got typeset in the DTP Unit of NIOS. Other miscellaneous items of various constituents of NIOS were also got typeset in the DTP unit.

Material Distribution

The success of open and distance learning (ODL) programme largely depends on timely supply of instructional materials to the students to enable them to learn at their own pace. The instructional materials are provided to the students. The students of Secondary Courses now get the instructional materials duly packed in polythene for each subject. However, the number of despatches vary in cases of Vocational Courses and Life Enrichment Programmes.

The study material is made available to the students through the Accredited Institutions. The material was supplied to them in bulk at their door steps through road transport. In certain special cases, the study material was sent directly to the enrolled students.

MATERIAL PRODUCTION AND DISTRIBUTION

Material Production

NIOS is one of the biggest Government Publishing House in India. Printing of lakhs of copies of several hundred books developed by NIOS for its courses of study and their distribution throughout the country to reach the students in time is a challenging task involving meticulous planning and organization which inter alia include timely printing of material, adequate warehousing, proper stocking arrangements, packing and transportation within a tight schedule. It may be stated that printed instructional material written in self-learning style is the main source of learning for learners of NIOS.

About NIOS Publications

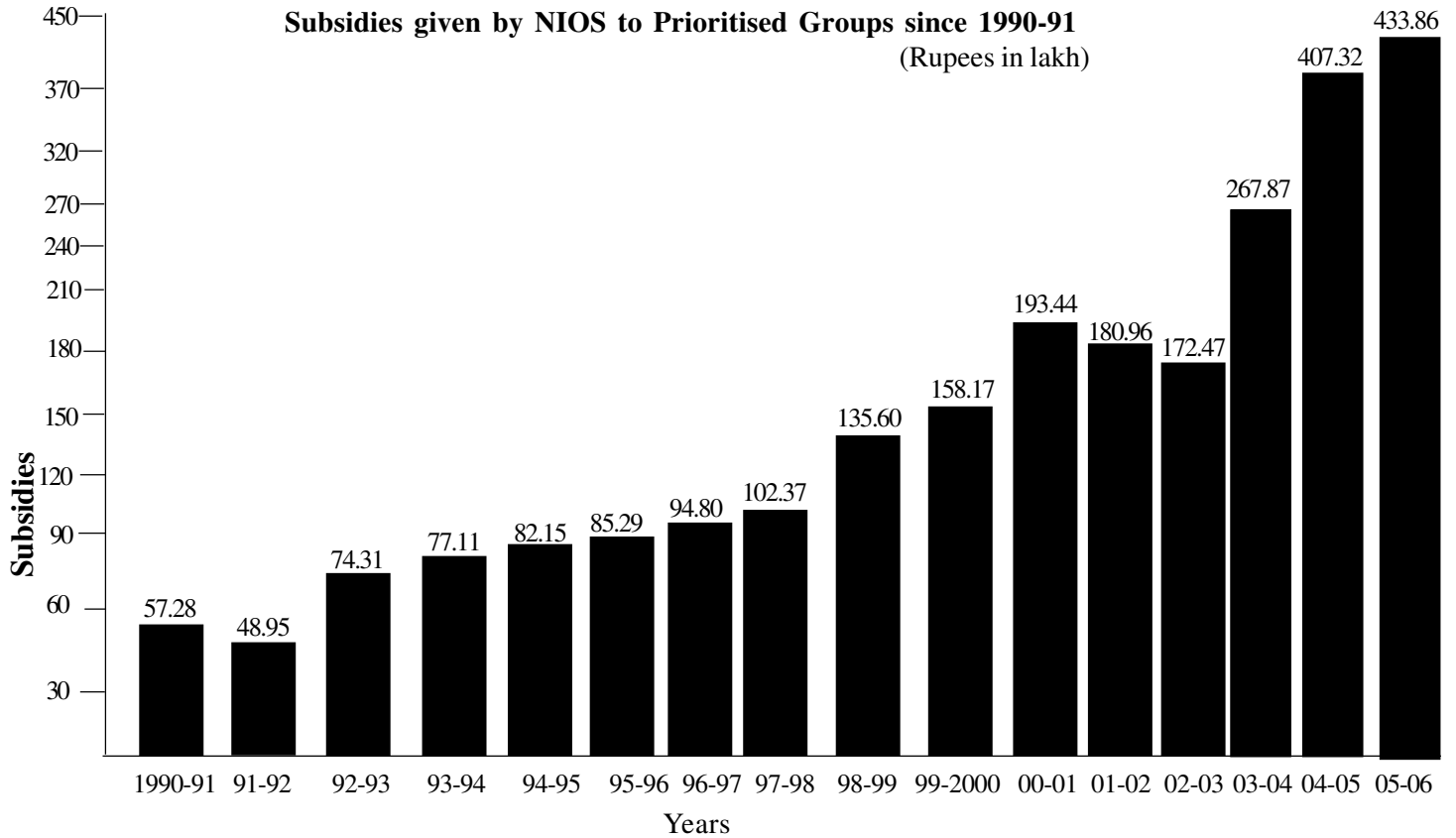
NIOS prints learning materials of different courses in different mediums. Majority of the subjects are in 2 to 3 parts. NIOS books are students friendly and self explanatory in approach. During the year 2005-06, NIOS printed around 52 lakh copies (combined despatches) of secondary and senior secondary level study materials in Hindi, English, Telugu, Marathi and Urdu and more than five lakh copies of English, Hindi, Urdu, Marathi, Telugu, Gujarati and Vocational Education Prospectus. In addition, NIOS printed and supplied study materials for the students of the Haryana State Open School and the Rajasthan State Open School.

The expenditure incurred on paper and printing of the instructional material during 2005-06 was approximately Rs. 12.17 crore.

Some of the unique features of NIOS publications meant for students are as under :

- Unique layout - in A4 size - following International standardization of sizes.
- Using 12 Pt. bolder type for text and leaving enough white space so as to make the reading catchy.
- Using Graphics in between the text to make the reading catchy.
- Using 60 G.S.M. — NIOS Water mark paper for printing of text and 180 GSM Pulp Board (MG) for printing of cover pages of the Books.
- Different Cover Designs for different subjects.
- Perfect binding and side stitching of books.
- Polethene packing of books to avoid any damage during transportation.

The rate of subsidy ranged between Rs. 75 to Rs. 300 per student depending on the courses of study and gender. A diagrammatic presentation of year-wise subsidies given from 1990-91 to 2005-06 is as follows :



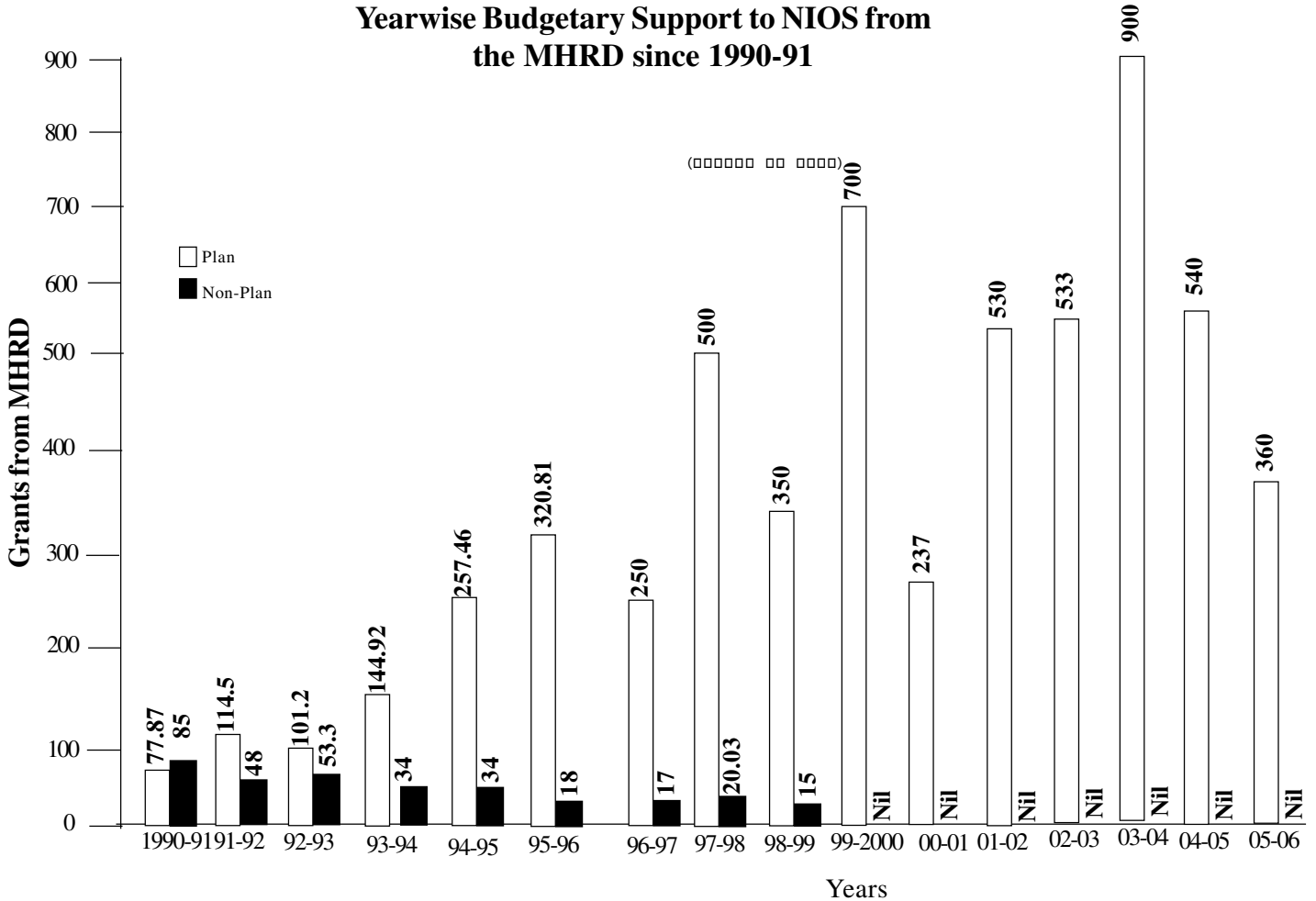
During the year 2005-06:

- Efficient management of working capital was effected with the help of cash flow and fund flow statement.
- Effective control was exercised on fixed assets by way of preparing fixed assets schedule in proper proforma.
- Activities in respect of reconciliation of admission, examination, and miscellaneous fee have been initiated in all the Regional Centres of NIOS.
- The annual accounts of NIOS were prepared in uniform format as applicable to all central autonomous bodies and prescribed by the Ministry of Finance, Government of India.
- The computerisation of Accounts in all the Regional Centres of NIOS was undertaken.
- The audit of accounts of NIOS for the years 2004-05 was got conducted for DGCAR
- Audit certificate of annual accounts for the year 2004-2005 was obtained and sent for laying in the Parliament.
- Annual Account of the year 2001-2002 and 2002-2003 were got approved from EB & GB and were sent to Govt. for laying in the Parliament.

Budgetary Support to NIOS

The budgetary support to NIOS from the MHRD since 1990-91 is depicted below :

Yearwise Budgetary Support to NIOS from the MHRD since 1990-91



(From the year 1999-2000, the NIOS has been receiving the Budgetary support under 'Plan' only.)

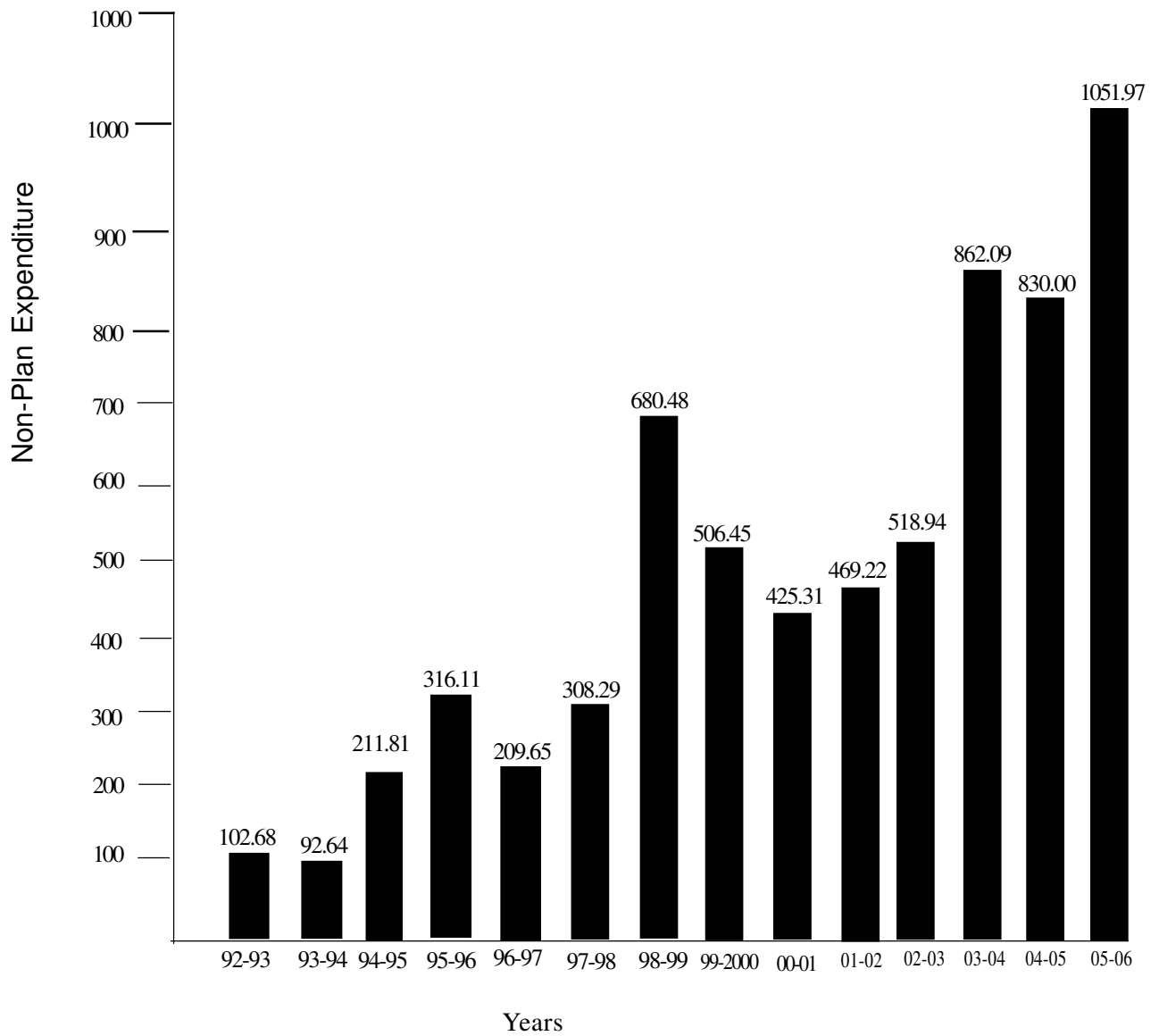
Fee Concession to Prioritized Groups

During 2005-06, subsidy aggregating to Rs. 433.86 lakh was given in the form of concessions in admission fee to the students belonging to weaker sections of society comprising women, scheduled castes, scheduled tribes, ex-servicemen and handicapped. This subsidy was solely met from NIOS generated funds. The number of beneficiaries availing subsidy during the year was 1,19,669 SCs; 37875 STs; 18407 Ex-Servicemen; 343 Handicapped; 1983 Women; 61,061 (excluding SC/ST, Women).

A diagrammatic presentation of Plan Expenditure of NIOS from the year 1992-93 onwards is as follows

NIOS Plan Expenditure (1992-93 onwards)

(□□□□□□ □□ □□□□)

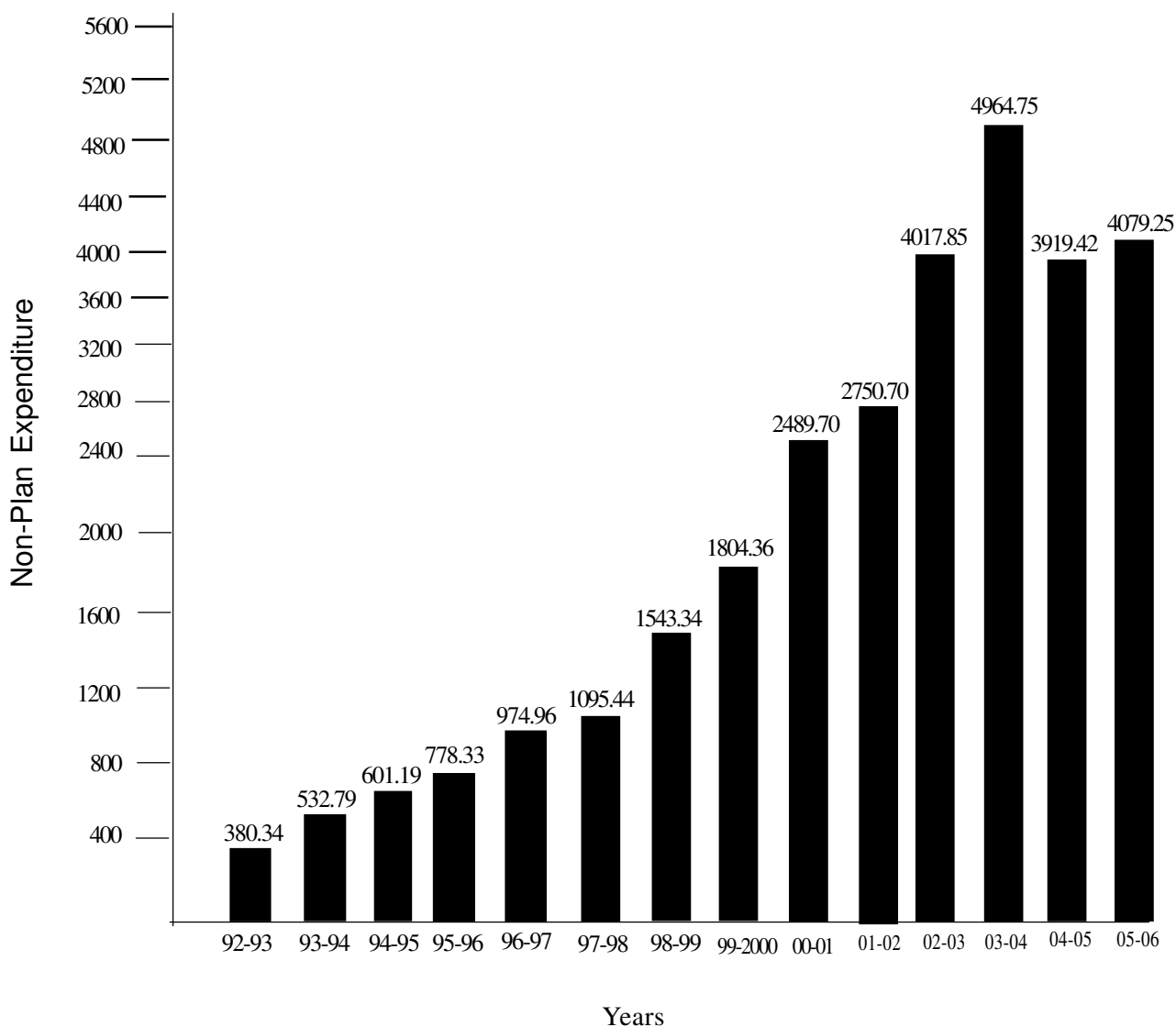


Expenditure

The Non-Plan expenditure during the year 2005-06 was Rs. 4079.25 lakh as compared to Rs. 3919.42 lakh during previous year. The Plan expenditure during the year 2005-06 was Rs. 1051.97 lakh as compared to Rs. 830.00 lakh during previous year. A diagrammatic presentation of the NIOS Non-Plan expenditure from 1992-93 onwards is as follows :

NIOS Non-Plan Expenditure (1992-93 onwards)

(□□□□□□ □□ □□□□)

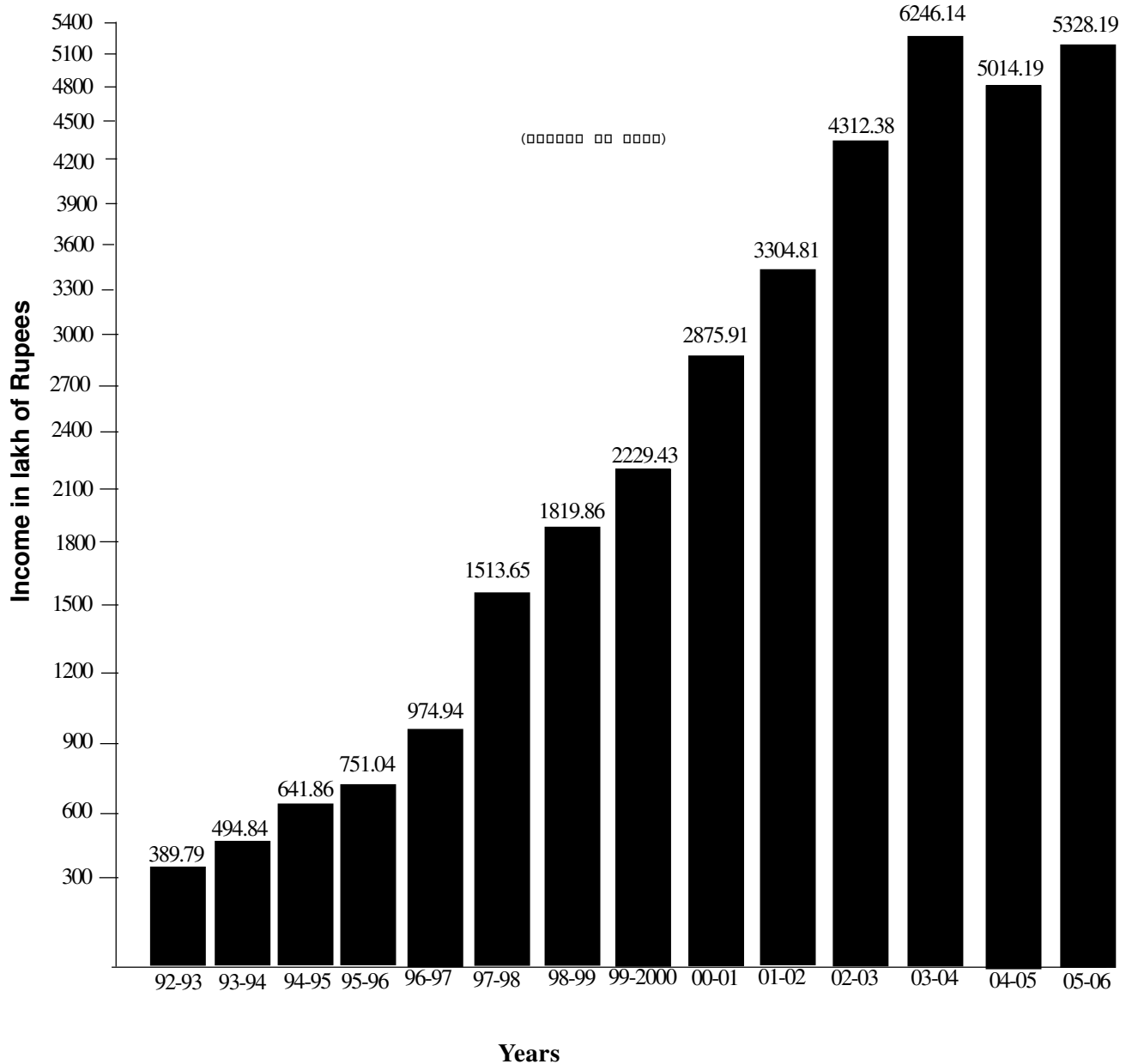


ACCOUNTS

Income Generated by the NIOS

The funds generated by way of collection of admission and examination fees, and sale of publications etc., during the year 2005-06 were to the tune of Rs. 5328.19 lakh as against Rs. 5014.19 lakh during 2004-05. The increase of 6.28% in the revenue was due to (a) increase in the number of students enrolled and increase in the number of students who appeared for examinations, (b) increase in receipt of miscellaneous fee, and (c) receipt of interest on term deposit from bank. The trend of NIOS generated income from 1992-93 onwards is shown below:

NIOS Income from 1992-93 to 2005-06



Unit replied to the legal notices and redressed the grievances of learners and defended NIOS at various Forums/Courts. Most of these matters pertained to correction in name and date of birth, declaration of results, fixation of examination centres, etc.

Purchases

As far as possible, all consumable and non-consumable articles were purchased from the Kendriya Bhandar and Government Emporiums, failing which the purchases were effected as per procedure for purchase i.e., by inviting sealed quotations through open tenders, giving wide publicity, and preparing comparative statements under the supervision of the duly constituted Committees.

Land and Building

The construction work of office complex of NIOS on plot NO. A-31, and A-24/25 in Sector 62 Noida (Uttar Pradesh) is in progress. Lift and HVAC works are in progress. The civil construction work on plot A-31 is almost complete. The work on plot A-24/25 is likely to be completed by December, 2006.

PUBLIC RELATIONS UNIT

A close liaison was made between NIOS and the Union Ministry of Human Resource Development (MHRD). Requisite informational inputs related to plans of action, budget, performance budget, annual report, Parliament Questions, etc., were submitted to MHRD.

- The Public Relations Unit of NIOS interacted with the public at large especially with prospective client groups and enlightened them about various courses and programmes of the NIOS.
- Maintained liaison with Press and organised press conferences to highlight the achievements and new programmes initiated by the NIOS and ensured that these were carried by the mass media.
- As a part of efforts to popularize NIOS programmes and activities, interviews of the Chairman, Secretary and the Heads of Departments of NIOS were carried in print and electronic media-across the globe. Efforts were made to spread awareness about NIOS programmes through educational supplements magazines as well as through regional dailies.
- Attended and replied the queries received from students and kept the data base of the same.
- Provided assistance in the work related to right to information.

Parliament Cell

Responses/replies were submitted by National Institute of Open Schooling in respect of 30 Parliament Questions during the year 2005-2006.

Right To Information Act

Appointments of Public Information Officer (PIO), Assistant Public Information Officer (APIO) & Appellate Authority at National Institute of Open Schooling, Head Quarter and Regional Centres of NIOS were made, as per provisions of RTI Act. This information was also placed on NIOS website.

International Programmes/Projects Undertaken

The following two projects were assigned by UNESCO to NIOS, Administration Department.

- Project on Development of Distance Education Training Kit for Literacy Initiative For Empowerment (LIFE) under the UNESCO's Programme for Promoting Lifelong Learning through Literacy and Non-Formal Education assigned by UNESCO, New Delhi.
- Project on Models of Equivalency Programmes in India (Phase-I) assigned by UNESCO-APPEAL Bangkok under its programme for Promotion of Lifelong Learning was completed. The objective of the project is to identify innovative strategies for the Equivalency Programmes being conducted by NIOS for adult neo-literates (age group of 15-35 years).
- Project on Models of Equivalency Programmes in India (Phase-II) was assigned by UNESCO-APPEAL Bangkok to NIOS with the objective of conducting a research study on learners in 6-14 age group.
- The Administration Department provided support for organisation of the International programme on Vocational Education and Training organised at Kovalam, Kerala from 8 to 10 February, 2006.

Opening of Regional Centre at Bhopal

A new Regional Centre of NIOS was opened at Bhopal. The Regional Centre was inaugurated by Hon'ble Minister of HRD, Shri Arjun Singh on 19 September 2005. This Regional Centre covers the regions of Madhya Pradesh and Chhattisgarh.

Legal Matters

During the year, the Legal Unit drafted various deeds regarding Agreement, Memorandum of Understanding and prepared Show Cause Notices and Disaccreditation Letters. The Legal Unit rendered opinion on various issues regarding examination, and general administration. The Legal

- The NIOS was assigned a project on National Open Science Congress for NIOS Learners, funded by Department of Science and Technology (DST). Under this project, two positions (One Project Officer and One Project Assistant) were filled up on contract basis.

Promotions

- Promotion of the following persons were made on adhoc basis in the year 2005-2006 :

1.	Shri R. Mahapatra	Section Officer	Assistant Director
2.	Shri R. Baskar	Superintendent	Section Officer
3.	Shri Dilip Raj Nandanwar	Superintendent	Section Officer
4.	Smt. Bhupinder Kaur	P.A.	Section Officer
5.	Smt. Nirmal Malhotra	Assistant	Superintendent
6.	Shri Pravesh Chandra	Assistant	Superintendent
7.	Shri Ramesh Kumar	Junior Assistant	Assistant
8.	Shri Banwari Lal	Junior Assistant	Assistant

- The promotional scheme for staff car drivers with graded pay structure was implemented during the year. Shri Dev Raj Singh Dahiya was promoted as Staff Car Driver Grade I and Shri Kamal Singh was promoted as Staff Car Driver Grade II.

Resignation

Ms. Mridula Virmani, Deputy Director (Academic) tendered her resignation w.e.f 14.10.2005 due to personal reasons.

Repatriation

Shri M.V.V. Prasada Rao, Deputy Director (Admn.) and Ms. Kaneez Fatima, Deputy Director (Admn) were repatriated to their parent offices upon completion of their deputation period.

Training

Shri Dayal Singh, Assistant and Shri Brijesh Kumar, Assistant, Administration Department attended the Technical Workshop on Personnel Management & Establishment Rules from 10 to 12 November, 2005 at Hotel The Cannought, organized by Institute of Socio Economic Research & Action (ISERA)

15. Administration and Accounts

The Administration Department of NIOS, headed by Secretary, looks after the matters related to (i) Memorandum of Association of NOS Society, (ii) Constitution of various committees of NIOS and organization of meetings of the apex committees (iii) matters related personnel, (iv) legal matters, (v) Budget/Accounts, (vi) production and distribution of materials, (vii) purchase and supply of equipment, (viii) maintenance, (ix) Promotion of Hindi (Raj Bhasha), (x) Annual Report, (xi) Parliament Questions, and (xii) miscellaneous matters. A precise account of the programmes and activities of the Administration Department of NIOS during the year 2005-06 is as follows :

PERSONNEL SECTION

Meeting of Apex Committees/Conferences

Based on inputs received from the constituents of NIOS, meetings of the apex committees of NOSS, like the General Body, Executive Committee, Finance Committee, and Establishment Committee, were organized and follow up action was taken on the minutes of meetings. Besides these, organizational arrangements were made for national and international conferences organized by NIOS.

Appointments

- During the year 2005-06 following Officers were appointed on deputation basis:

Sr. No.	Name	Designation	Posted At
1.	Shri K.R. Chandrasekaran,	Director (Acad.)	Academic Department
2.	Shri A.S. Mathur	Director (Voc. Edu.)	Vocational Edu. Department
3.	Shri Ramesh Kumar Sharma	Assistant Director (Admn)	RC, Bhopal
4.	Shri Prabir Chaudhuri	Assistant Director (Admn)	RC, Kolkata
5.	Smt. Archana Kaul Magazine	Assistant Director (Acad.)	SSS Department
6.	Shri Rajendra Kumar	Section Officer	RC, Chandigarh
7.	Shri V. Ravi Kumar	Section Officer	RC, Kochi
8.	Ms. Nirmal Thakur	Section Officer	Administration Department

**List of Members of the General Body of the
National Open School Society (As on 31.03.2006)**

Name and Address	Name and Address
<p>Sh. Arjun Singh <i>(President)</i> Hon'ble Minister of HRD Shastri Bhawan New Delhi – 110 001</p>	<p>Prof. Krishan Kumar Director National Council of Educational Research and Training Sri Aurobindo Marg New Delhi – 110 016</p>
<p>Sh. M. A. A. Fatmi <i>(Vice-President)</i> Minister of State, HRD (Secondary and Higher Education) MHRD Shastri Bhawan New Delhi – 110 001</p>	<p>Prof. Ved Prakash Director National Institute of Educational Planning and Administration 17 B, Sri Aurobindo Marg, New Delhi – 110 016</p>
<p>Sh. Sudeep Banerjee Education Secretary Department of Education, MHRD Shastri Bhawan New Delhi – 110 001</p>	<p><i>Adl. Director General (A)</i> Prasar Bharti (B.C.I.) Director General : Doordarshan Doordarshan Bhawan, PTI Building, Parliament Street, New Delhi – 110 001</p>
<p>Prof. H. P. Dikshit Vice Chancellor IGNOU Maidan Garhi, New Delhi – 110 068</p>	<p>Sh. Ranglal Jamuda, IAS Commissioner Kendriya Vidyalaya Sangathan New Delhi – 110 016</p>
<p>Prof. (Mrs.) Ratna Naidoo Vice Chancellor Shri Padmavati Mahila Vishwavidyalaya Tirupati</p>	<p>Sh. Ashok Ganguly Chairman Central Board of Secondary Education Shiksha Kendra 2, Community Centre, Preet Vihar, New Delhi – 110 092</p>
<p>Sh. M. C. Pant Chairman National Institute of Open Schooling B-31B, Kailash Colony New Delhi – 110 048</p>	

Name and Address	Name and Address
<p>Sh. O.N. Singh Director Navodaya Vidyalaya Samiti A-28, Kailash Colony New Delhi – 110 048</p>	<p>Mrs. Rajwant Sandhu Joint Secretary Ministry of Social Justice and Empowerment Shastri Bhawan New Delhi – 110 001</p>
<p>Smt. Vandana K. Jena Joint Secretary (AE) & Director General National Literacy Mission Shastri Bhawan, New Delhi – 110 001</p>	<p>Mrs. Asha Murty Joint Secretary & Director General Employment and Training Ministry of Labour Rafi Marg, New Delhi</p>
<p>Sh. S.C. Khuntia Joint Secretary (SE) Department of Education, MHRD Shastri Bhawan New Delhi- 110 001</p>	<p>Mrs. Gita Sagar Secretary Education Govt. of Delhi (NCT) Old Secretariat New Delhi – 110 054</p>
<p>Sh. S. K. Ray JS & Financial Advisor (HRD) Department of Education, MHRD Shastri Bhawan New Delhi – 110 001</p>	<p>Dr. M. Sen Gupta Principal Regional Institute of Education (NCERT) Shyamla Hills Bhopal – 462013</p>
<p>Smt. Veena S. Rao Joint Secretary (CW) Department of Women and Child Development Shastri Bhawan New Delhi – 110 001</p>	<p>Prof. Neerja Shukla Head Department of Education of Groups with Special Needs NCERT Sri Aurobindo Marg New Delhi – 110 016</p>
<p>Sh. Sudhir Sharma Joint Secretary (Policy) Ministry of Information & Broadcasting Shastri Bhawan New Delhi – 110 001</p>	<p>Mrs. Vijayalaxmi Sinha Deputy Director General (D) Office of the Directorate General All India Radio, Parliament Street New Delhi – 110 001</p>

Name and Address	Name and Address
<p>Prof. O. S. Dewal E-250, Mayur Vihar Phase-II, Delhi –91</p>	<p>Sh. V. J. Williams Director (Eval.) National Institute of Open Schooling B-31B, Kailash Colony New Delhi – 110 048</p>
<p>Dr. J. Veera Raghavan (Ex-Secretary to GOI. MHRD) Director Bhartiya Vidya Bhawan K. G. Marg New Delhi – 110 001</p>	<p>Dr. (Mrs.) Sushmita Mitra Director (SSS) National Institute of Open Schooling A-38 Kailash Colony New Delhi – 110 048</p>
<p>Dr. B. P. Ambasht (Ex. Director Science and Technology, Bihar) 363, Sector III B, Bokaro – 827 003 (Bihar)</p>	<p>Sh. A. S. Mathur Director (Vocational) National Institute of Open Schooling A-38 Kailash Colony New Delhi –110 048</p>
<p>Dr.(Ms.) Sharad Renu Nivedita Nilaya 495, Dampier Nagar, Mathura Uttar Pradesh – 281 001</p>	<p>Sh. K. R. Chandrasekaran Director (Acad.) National Institute of Open Schooling B-35 Kailash Colony New Delhi – 110 048</p>
<p>Sh. Purshottam Bhai Patel Gujarat Vidyapeeth Ahmedabad – 14</p>	<p>Sh. D. S. Bist <i>(Member Secretary)</i> Secretary National Institute of Open Schooling B-31B, Kailash Colony New Delhi – 110 048</p>
<p>Sh. Jai Praksh Aggarwal Chairman Surya Foundation B-3/330, Paschim Vihar Delhi – 110 063</p>	
<p>Ms. S. Venkamma Special Officer Andhra Pradesh Open School SCERT Campus Opposite Lal Bahadur Shastri Stadium Hyderabad (Andhra Pradesh)</p>	

**List of Members of the Executive Board
of the National Open School Society (As on 31.03.2006)**

Name and Address	Name and Address
<p>Sh. M. C. Pant <i>Chairman</i> Chairman National Institute of Open Schooling New Delhi</p>	<p>Dr. (Ms.) Sharad Renu Nivedita Nilaya 495, Dampier Nagar Mathura Uttar Pradesh-281001</p>
<p>Sh. S.C. Khuntia Joint Secretary (Schools) MHRD Room No. 314 C, C-Wing, Shastri Bhawan New Delhi –110 001</p>	<p>Sh. Laxmi Niwas Jhunjhunwala Chairman Emeritus LNJ Bhilwara Group Bhilwara Towers A – 12 Section – I, Noida- 201 301</p>
<p>Sh. S. K. Ray JS & Financial Adviser (HRD) MHRD Shastri Bhawan New Delhi-110001</p>	<p>Sh. Ram Bahadur Ray Jansatta, Indian Express A – 80, Sector – 2 Noida</p>
<p>Prof. O.S. Dewal E-250, Mayur Vihar Phase- II Delhi - 91</p>	<p>Dr. Rajendra Prasad Professor Indian Institute of Technology, Hauz Khas New Delhi – 110 016</p>
<p>Prof. Neerja Shukla Head Deptt. of Education of Groups with Special Needs NCERT Sri Aurobindo Marg New Delhi-110016</p>	<p>Prof. M.Sen Gupta Principal Regional Institute of Education (NCERT) Shyamla Hills Bhopal- 462013</p>

Name and Address	Name and Address
<p>Sh. Amitabh Garg Director, JSS Dr. Ambedkar Welfare Society 8-A/1 Elgin Road, Civil Lines Allahabad – 211 002</p> <p>Sh. V.J. Williams Director (Evaluation) National Institute of Open Schooling New Delhi</p> <p>Smt. Sushmita Mitra Director (SSS) National Institute of Open Schooling New Delhi</p>	<p>Sh. A. S. Mathur Director (Vocational) National Institute of Open Schooling New Delhi</p> <p>Sh. K. R. Chandrasekaran Director (Acad.) National Institute of Open Schooling New Delhi</p> <p>Sh. D. S. Bist (<i>Member Secretary</i>) Secretary National Institute of Open Schooling New Delhi</p>

**List of Members of the Finance Committee
of the National Open School Society (As on 31.03.2006)**

<i>Name & Address</i>		<i>Name & Address</i>
<p>Sh. M. C. Pant <i>Chairman</i> National Institute of Open Schooling New Delhi</p>	Chairman	<p>Sh. V. J. Williams <i>Director (Eval.)</i> National Institute of Open Schooling New Delhi</p>
<p>Shri S.C. Khuntia <i>Joint Secretary, SE, MHRD</i> MHRD Shastri Bhawan New Delhi - 110 001</p>		<p>Dr. Sushmita Mitra <i>Director (SSS)</i> National Institute of Open Schooling New Delhi</p>
<p>Shri S. K. Ray <i>JS&Financial Adviser (HRD)</i> MHRD Shastri Bhawan New Delhi-110001</p>		<p>Sh. A. S. Mathur <i>Director (Vocational)</i> National Institute of Open Schooling New Delhi</p>
<p>Prof. B. R. Goyal Retired Professor NCERT 208 Civil Lines Gurgaon, Haryana -122001</p>		<p>Sh. K. R. Chandrasekaran <i>Director (Acad.)</i> National Institute of Open Schooling New Delhi</p>
<p>Shri D.P. Sharma, IA & AS (Retd.) 117, AGCR Enclave Vikas Marg Extension Delhi-110092</p>		<p>Sh. D. S. Bist (Member Secretary) Secretary National Institute of Open Schooling New Delhi</p>

Sanctioned Staff Strength of the NIOS
(As on 31.3.2006)

S.No.	Name of the post	Scale of Pay	Total Staff Strength
Group - A			
1.	Chairman	(Rs.18400-500-22400)	1
2.	Secretary	(Rs. 14300-400-18300)	1
3.	Director (Academic)	(Rs. 14300-400-18300)	1
4.	Director (Evaluation/SSS/Voc. Edu.)	(Rs. 14300-400-18300)	3
5.	Joint Director	(Rs. 14300-400-18300)	6
6.	Deputy Director	(Rs. 12000-375-16500)	14
7.	System Analyst/Programmer	(Rs. 12000-375-16500)	1
8.	Publication Officer	(Rs. 12000-375-16500)	1
9.	Assistant Director	(Rs. 10000-325-15200)	20
10.	Accounts Officer	(Rs. 10000-325-15200)	1
			49
Group - B			
11.	Academic Officer	(Rs. 8000-275-13500)	21
12.	Research & Evaluation Officer	(Rs. 8000-275-13500)	1
13.	Librarian	(Rs.8000-275-13500)	1
14.	Section Officer	(Rs.6500-200-10500)	27
15.	PS to Chairman	(Rs.6500-200-10500)	1
16.	Public Relation Officer	(Rs.6500-200-10500)	1
17.	Assistant Audit Officer	(Rs.6500-200-10500)	1
18.	Hindi Officer	(Rs.6500-200-10500)	1
19.	Graphic Artist	(Rs.5500-175-9000)	1
20.	EDP Supervisor	(Rs.5500-175-9000)	1
21.	Cameraman	(Rs.5500-175-9000)	1
22.	Editor (Media)	(Rs.5500-175-9000)	1
23.	Superintendent	(Rs.5500-175-9000)	10
24.	Technical Assistant	(Rs.5500-175-9000)	2
25.	PA	(Rs.5500-175-9000)	3
26.	Asstt.Librarian	(Rs.5500-175-9000)	1
			74
Group - C			
27.	Translator	(Rs.4500-125-7000)	1
28.	Production Asstt.	(Rs.4500-125-7000)	1
29.	Library Asstt.	(Rs.4000-100-6000)	1
30.	Assistant/Internal Auditor	(Rs.4000-100-6000)	42
31.	Stenographer	(Rs.4000-100-6000)	6
32.	Junior Assistant	(Rs. 3050-75-3950-80-4590)	53
33.	Staff Car Driver	(Rs.3050-75-3950-80-4590)	3
34.	Electrician	(Rs.3050-75-3950-80-4590)	1
35.	Photocopier Operator	(Rs.3050-75-3950-80-4590)	1
			109
Group - D			
36.	Peon and Mali	(Rs.2550-55-2660-60-3200)	19
			251
	Total		251

Constitution of the Programmes Processing Committees of NIOS

I. Academic Council

In accordance with terms of reference and the constitution as approved by the Executive Board in its meeting held on 23 March 2004, and subsequent change in nomenclature of the Academic Committee as Academic Council as approved the Executive Board in its 37th meeting held on 16 May, 2005, the composition, terms of reference and functions of the Academic Council (AC) of the National Institute of Open Schooling (NIOS) will be as follows:

1. Chairman, NIOS	Shri M.C. Pant	Chairperson
2. Head of Department, NIOS	2.1 Director, Department of Evaluation, NIOS	Member
	2.2 Director, Academic Department, NIOS	Member
	2.3 Director, Department of Vocational Education, NIOS	Member
	2.4 Director, Department of Student Support Services, NIOS	Member
	2.5 Secretary, Administration Department, NIOS	Member
3. Subject Teams Chairmen, Five	3.1 Prof. A.K. Sharma Former Director, NCERT C-3, Sector 48, Noida, Uttar Pradesh	Member
	3.2 Dr. Om Vikas Director Indian Institute of Information Technology & Management National Highway 92 Gwalior –474010 Madhya Pradesh	Member
	3.3 Prof. Vachaspati Upadhyaya Lal Bahadur Shastri Sanskrit Vidyapeeth, Shaheed Jit Singh Marg, New Delhi - 110016	Member

- | | | |
|--|---|--------|
| | 3.4 Prof. T.K.V. Subramaniam | Member |
| | Head, Department of History
Delhi University,
Delhi - 110007 | |
| | 3.5 Prof. R.G. Chouksey | Member |
| | Joint Director
PSSCIVE (NCERT)
Narula Complex, M.P. Nagar, Zone-II
Bhopal (M.P.) | |
| 4. Five Members Nominated by
Chairman, NIOS | 4.1 Shri B.P. Khandelwal | Member |
| | Former Director, NIEPA
4503, ATS Greens II,
Sector 50, NOIDA,
Uttar Pradesh | |
| | 4.2 Prof. D.C. Pant | Member |
| | Former PVC, IGNOU
A-45 Regency Park - I
DLF, Phase IV
Gurgaon (Haryana) | |
| | 4.3 Dr. (Ms.) Najma Akhtar | Member |
| | Senior Fellow,
NIEPA, Sri Aurobindo Marg
New Delhi – 110016 | |
| | 4.4 Dr. S. Pachpor | Member |
| | Director,
M.P. State Open School
Board of Secondary Education Campus
Shivaji Nagar, Bhopal – 462001
Madya Pradesh | |
| | 4.5 Shri C.K. Misra | Member |
| | CK 33/7, Neelkantha
Varanasi – 221001 | |
| 5. Director (Academic) | | Member |
| Central Board of Secondary Education
Preet Vihar
Delhi – 110092 | | |
| 6. Director (SE) | | Member |
| Deptt. of Secondary & Higher Education,
Ministry of Human Resource
Development (MHRD)
Shastri Bhawan,
Delhi 110001 | | |
| 7. Director (Academic), | | |
| National Institute of Open Schooling (NIOS)
B-35, Kailash Colony,
New Delhi- 110048 | | |

The terms of reference and the functions of the Academic Council of NIOS are as follows:

- The Academic Council shall be the principal academic body of the NOS Society. Among other things, it shall consider and recommend the academic programmes of all constituents of NIOS.

- It shall, subject to the provision of Memorandum of Association of NOS Society, rules and regulations and bye-laws made there under:
 - Have the control and general regulation of and be responsible for the maintenance of standard of learning, education, instruction, evaluation within in Society.
 - Exercise general supervision over the academic policies of the Society and give direction, with the approval of Board, regarding methods of instruction, evaluation or research or improvement in academic standards.
 - Consider matters of general interest either on its own initiatives or on a reference from the Executive Board and to take appropriate action thereon after obtaining Executive Board's approval whenever necessary.
 - Frame and recommend to the Executive Board such regulations and rules consistent with the Memorandum of Association regarding academic functioning of the Society including admission, students fee concession, fee and other academic requirement, and
 - Recommend /suggest the line on which research, development, training, extension and other programmes of the NIOS may be planned and conducted.
- Consider all plans, programmes, research proposals etc., of the constituents of NIOS.
- Examine the outcomes of the programmes of the constituents of the NIOS and suggest ways and means for their dissemination, and
- Such other functions as may be conferred by the Executive Board.

The Chairman, NIOS may:

- (i) Associate a Representative from the Association of Indian Universities, whenever change of Syllabi, introduction of Grading and other matters which are at variance with other School Boards, are considered by Academic Council.
 - (ii) Associate special invitees from the Constituents of NIOS as per need.
 - (iii) Form Adhoc Sub-Committees of the Academic Council which may meet for as many days as may be needed for thorough scrutiny of academic programmes of the constituents of NIOS and for consideration of certain other programmes, issues etc.
- III. The Academic Council will generally meet two time in a year. Special meetings of the Academic Council will be convened by the Chairman, NIOS as per need.
 - IV The Academic Council is to be treated as a high level Committee of NIOS. The TA/DA and Honorarium to the outside members of the Academic Council as also to the members of the Sub-Committees of Academic Council will accordingly be paid as per norms of the NIOS for high level committees.
 - V The tenure of the Academic Council will be three years. It will be co-terminus with the tenure of the Executive Board of NIOS.

II. Advisory Boards of Departments of NIOS

II.1 Advisory Board of the Academic Department

Head of the Department (Chairperson)

Prof. K.R. Chandrasekaran
Director (Academic), NIOS
B-35, Kailash Colony,
New Delhi – 110 048

Five Outside Experts as Members (Approved by Chairman NIOS)

Prof. C.L. Anand
Former Pro-Vice Chancellor, IGNOU,
House No. 2536
Sector 36-C, Chandigarh-160036

Prof. A.K. Sharma
Former Director, NCERT,
A-18, Sector-33, Noida, U.P.

Prof. Puspha Ramakrishna
BR Ambedkar Open University
Jubilee Hills, Hyderabad

Prof. Asghar Ali
Director
Directorate of Open & Distance Learning
Jamia Hamdard, Hamdard Nagar,
New Delhi – 110 062

Prof. Mamta Agarwal
Department of Education in Measurement & Evaluation
NCERT, Sri Aurobindo Marg,
New Delhi – 110 016

All Faculty Members (Regular Staff) of Academic Department

Dr. R.K. Arya, Joint Director (Media)
Ms. Anita Priyadarshini, Dy Director (Academic)
Ms. Manju Gupta, Assistant Director (Academic), NIOS
Dr. T.N. Giri, Assistant Director (Academic), NIOS
Ms. Sandhya Kumar, Assistant Director, NIOS
Ms. Rachna Bhatia, A.O. (Hindi)
Dr. Dev Kant Rao, A.O. (Life Sciences)
Shri Aditi Ranjan Rout, A.O. (Business Studies)
Shri Suwendu Sekhar Das, Academic Officer (Mathematics), NIOS

One Faculty Member of the Academic Department as Convenor

Mrs. Gopa Biswas
Deputy Director (Academic), NIOS
B-35, Kailash Colony, New Delhi – 110 048

II.2 *Advisory Board of the Department of Evaluation*

Fr. T.V. Kunnankal, Ex-Chairman, NIOS and CBSE
Prof. Pritam Singh, Ex-Head, Department of Measurement and Evaluation, NCERT
Prof. H.S. Srivastava, Ex-Dean, NCERT
Prof. B.S. Garg, Officer on Special Duty (Examinations), Delhi University, Delhi
Sh. Pavnesh Kumar, Controller of Examinations, CBSE, New Delhi
Prof. D.V. Sharma, General Secretary, COBSE, Delhi
Dr. A.B.L. Srivastava, Chief Consultant, Ed. CIL
Prof. Pradeep Sahani, Registrar, Student Registration and Evaluation Division, IGNOU, New Delhi

II.3 *Advisory Board of the Department of Vocational Education*

Sh. A.S. Mathur, Director (Vocational Education), NIOS - Chairman
Prof. R.P. Mishra, Ex-VC, Allahabad University - Member
Prof. Surya Gunjal, Director School of Ag. Education (YCMOU) - Member
Prof. Poonam Agarwal, Head, Deptt. of Women Edu., NCERT - Member
Swami Shashankanand, Secretary, Divyan Krishi Vigyan Kendra - Member
Dr. Shobha Mishra, Deputy Director, FICCI - Member
Dr. Mamta Srivastava, Asstt. Director
Dr. Savita Kaushal, A.O.(Teacher Training) - Member
Ms. Kaushalaya Barik, A.O. (Comp. Science) - Member
Ms. Anita Nair, A.O. (Secret. Practice) - Member
Sh. Sandeep Singh Duggal, A.O. (Technology) - Member
Dr. R.S.P. Singh, Assistant Director (Voc. Edu.) - Member Convenor

II.4 *Advisory Board of the Department of Student Support Services*

Dr. (Mrs.) Sushmita Mitra, Director (SSS), NIOS - Chairperson
Sh. D.C. Pant, Ex-Pro-Vice Chancellor, IGNOU - Member

Prof. D.V. Sharma, General Secretary, COBSE	-	Member
Dr. Ramchandra, Joint Director (RSD), nominee of Dr. C.K. Ghosh, Director (RSD), IGNOU	-	Member
Sh. Bala Subramaniam, Director (Acad.), CBSE	-	Outside expert
All the Regional Heads of NIOS	-	Members
Dy. Director (SSS), NIOS	-	Convenor

II.5 Advisory Board of the Administration Department

Secretary, NIOS	-	Chairman
Secretary, CBSE	-	Member
Director, CTSA	-	Member
Deputy Commissioner (Pers.), KVS	-	Member
Prof. D.C. Pant, Former PVC, IGNOU	-	Member
Shri Gauri Shankar, Former Deputy Secretary, NCERT	-	Member
Joint Director (Administration), NIOS	-	Member
Deputy Director (Accounts), NIOS	-	Member
Deputy Director (Personnel), NIOS	-	Member Convenor

Functions of the Advisory Boards of the Departments of NIOS

- (i) To give advice and consider the thrust areas of the Department.
- (ii) To consider thoroughly (from academic and financial aspects) the academic programmes (research, development, training and extension programmes) of the Department and recommend them for further consideration by the Academic Committee.
- (iii) To monitor implementation of the programmes of the Department.
- (iv) To prepare/suggest long term perspective of the Department and develop long term, medium term and short term Plans of Action of the Department.

The Advisory Board may meet once or twice in a year, Special Meetings of DAB may also be convened with the approval of the Chairman, NIOS as per need.

The Advisory Boards of the Departments (DABs) may be treated as high level committees. The TA/DA and Honorarium to the outside members of DABs may be paid as per norms of NIOS for high level committees.

The tenure of the DAB may be three years. It will be co-terminus with the tenure of the Academic Committee.

III. Advisory Committees of the Regional Centres of NIOS (RCACs)

III.1 RCAC, Allahabad

Two experts in Education nominated by Chairman, NIOS

- (i) Prof. V.D. Misra, 39 D, Stanli Road, Allahabad (U.P.)
– *Presiding Member*
- (ii) Prof. Ram Sakal Pandey, 172, Kidwai Nagar, Alla Pur, Allahabad
– *Member*

Directors of State Open Schools in the Region or their nominees

- i) Director/Nominee, Patrachar Sansthan, U.P., Allahabad
– *Ex. Officio Member*

One nominee of the Education Secretary of every State in the Region

- i) Nominee of Education Secretary, Uttar Pradesh
– *Ex-Officio Member*

One Faculty Member of the Regional Centre, NIOS

- i) One Faculty Member to be nominated by the Head, Regional Centre, Allahabad – *Faculty Member*

Head, Regional Centre, NIOS

- i) Head, Regional Centre, Allahabad – *Convenor*

III.2 RCAC, Chandigarh

Two Experts in Education nominated by Chairman, NIOS

- i) Dr. G.S. Sethi, Professor of History (Retd.) Bunglow No. 568, Sector 36B, Chandigarh - 160036 - *Presiding Member*
- ii) Mr. Amarjeet Singh, IAS (Retd.), 1773, 3B2, Sector 60, Mohali, Near Chandigarh - *Member*

Directors of State Open Schools in the Region or their nominees

- i) Director/Nominee, Haryana State Open School, Bhiwani - *Ex-Officio Member*
- ii) Director/Nominee, Punjab State Open School, Board of School Education, Mohali (Punjab) - *Ex-Officio Member*
- iii) Director/Nominee, J&K State Open School, Board of School Education, Srinagar (J&K) - *Ex. Officio Member*

One nominee of the Education Secretary of every State in the Region

- i) Nominee of Education Secretary, Haryana, Chandigarh
- *Ex. Officio Member*
- ii) Nominee of Education Secretary, Punjab, Chandigarh
- *Ex. Officio Member*
- iii) Nominee of Education Secretary, J&K State Srinagar
- *Ex. Officio Member*
- iv) Nominee of Education Secretary, Himachal Pradesh, Shimla
- *Ex. Officio Member*
- v) Nominee of Education Secretary, Chandigarh (UT)

One Faculty Member of the Regional Centre, NIOS

- i) To be nominated by Head, Regional Centre, Chandigarh

Head, Regional Centre, NIOS

- i) Head, Regional Centre, Chandigarh - *Member Convenor*

III.3 RCAC, Hyderabad

Two Experts in Education nominated by Chairman, NIOS

- i) Prof. S.R. Rohidekar, H.No. 66, First Cross, V Main, Padmanabha Nagar, Bangalore - 560070 - *Presiding Member*
- ii) Prof. G. Shankaraiah, Shanti Niketan, H.No. 1-6-6/3, Road No. 41A, Chaitanaya Puri, Hyderabad - 500060, A.P. - *Member*

Directors of State Open Schools in the Region or their nominees

- i) Director/Nominee, Andhra Pradesh State Open School, Hyderabad
- ii) Director, Karnataka State Open School, Mysore

One nominee of the Education Secretary of every State in the Region

- i) Nominee of Education Secretary, Andhra Pradesh, Hyderabad
- *Ex. Officio Member*
- ii) Nominee of Education Secretary, Karnataka, Bangalore
- *Ex. Officio Member*

One faculty member of the Regional Centre, NIOS

- i) To be nominated by Head, Regional Centre, Hyderabad

Head, Regional Centre, NIOS

- i) Head Regional Centre, Hyderabad (Andhra Pradesh)
- *Member Convenor*

III.4 RCAC, Jaipur

Two Experts in Education nominated by Chairman, NIOS

- i) Prof. O.S. Dewal, E-250, Phase-I, Mayur Vihar, Delhi - 110091
- *Presiding Member*
- ii) Anil Roongta, Director, State Resource Centre, 7A, Jhalana Institutional Area, Jaipur - 302004 (Rajasthan) - *Member*

Directors of State Open Schools in the Region or their nominees

- i) Director/Nominee, Rajasthan State Open School, Dr. Radha Krishna Shiksha Sankul, Block-V, Jawahar Lal Nehru Marg, Jaipur - *Ex-Officio Member*

One nominee of the Education Secretary of every State in the Region

- i) Nominee of Education Secretary, Rajasthan, Jaipur
- *Ex. Officio Member*
- ii) Nominee of Education Secretary, Gujarat - *Ex. Officio Member*

One Faculty Member of the Regional Centre, NIOS

- i) To be nominated by Head, Regional Centre, Jaipur
- *Faculty Member*

Head, Regional Centre, NIOS

- i) Head Regional Centre, Jaipur - *Covnener*

III.5 RCAC, Kochi

Two Experts in Education nominated by Chairman, NIOS

- i) Shri Anto Marceline, Makyakal House, Poovar (P.O.), Thiruvananthapuram Dt. (Kerala) - 695525 - *Presiding Member*
- ii) Dr. Xavier Alphonse, S.J., Director, Madras Centre of Research and Development of Community Education (MCRDCE), Gokul Villa, 'A' Block 55 & 56, 2nd floor, 250 R.K. Mutt Road, R.A. Puram, Chennai - 600028 - *Member*

Directors of State Open Schools in the Region or their nominees

- i) Director/Nominee, Kerala State Open School, SCERT, Thiruvananthapuram (Kerala) - *Ex-Officio Member*
- ii) Director/ Nominee, Tamilnadu State Open School, DTERT, Chennai (T.N.) - *Ex-Officio Member*

One nominee of the Education Secretary of every State in the Region

- i) Nominee of Education Secretary, Govt. of Kerala, Thiruvananthapuram (Kerala) - *Ex. Officio Member*
- ii) Nominee of Education Secretary, Tamilnadu, Chennai (TN) - *Ex. Officio Member*
- iii) Nominee of Education Secretary, Pondicherry (UT) - *Ex. Officio Member*

One Faculty Member of the Regional Centre, NIOS

- i) To be nominated by Head, Regional Centre, Kochi

Head, Regional Centre, NIOS

- i) Head, Regional Centre, Kochi - *Member Convener*

III.6 RCAC, Kolkata

Two Experts in Education nominated by Chairman, NIOS

- i) Dr. Pratip Kumar Chowdhury, Ex. DPI and Ex. Secretary, Council of Higher Education, West Bengal, 23, Bajeshibpur Road, Howrah - 711102 (W.B.) - *Presiding Member*
- ii) Col. S.K. Sarkar, Ex. Regional Director, NIOS, 1, Bompas Road, Kolkata - 700029 (W.B.) - *Member*

Directors of State Open Schools in the Region or their nominees

- i) Director, Rabindra Mukta Vidyalaya, Bikash Bhawan, 2nd Floor, East Block, Bidhan Nagar, Kolkata - 700091 (W.B.) - *Ex-Officio Member*

One nominee of the Education Secretary of every State in the Region

- i) Nominee of Education Secretary, Govt. of West Bengal, Bikash Bhawan, Salt Lake City, Kolkata - 91 - *Ex. Officio Member*
- ii) Nominee of Education Secretary, Govt. of Sikkim, Gangtok, Sikkim - *Ex. Officio Member*
- iii) Nominee of Education Secretary, Govt. of A&N Islands, Port Blair, A&N Islands - *Ex. Officio Member*
- iv) Nominee of Education Secretary, Govt. of Orissa - *Ex. Officio Member*

One Faculty Member of the Regional Centre, NIOS

- i) Shri B.K. Bose, (SEO), Regional Centre, Kolkata - *Faculty Member*

Head, Regional Centre, NIOS

- i) Regional Director, Regional Centre, Kolkata - *Covnener*

III.7 RCAC, Pune

Two Experts in Education nominated by Chairman, NIOS

- i) Prof. Ram Takwale, Navelee, 162/4A, Annapoorna Ashirwad Society, D.P. Road, Aundh, Pune - 411007 - *Presiding Member*
- ii) Sh. Vasant Avadhurt Kalpandi, Director, Bal Chitravani, Senapati Bapat Road, Pune - *Member*

Directors of State Open Schools in the Region or their nominees

- i) Director, State Open School, Madhya Pradesh, Bhopal or his Nominee

One nominee of the Education Secretary of every State in the Region

- i) Nominee of Education Secretary, Madhya Pradesh - *Ex. Officio Member*
- ii) Nominee of Education Secretary, Maharashtra State - *Ex. Officio Member*
- iii) Nominee of Education Secretary, Goa - *Ex. Officio Member*
- iv) Nominee of Education Secretary, Daman & Diu - *Ex. Officio Member*
- v) Nominee of Education Secretary, Chhattisgarh - *Ex. Officio Member*

One Faculty Member of the Regional Centre, NIOS

- i) To be nominated by Head, Regional Centre, Pune - *Faculty Member*

Head, Regional Centre, NIOS

- i) Head Regional Centre, Pune - *Member Covnener*

III.8 RCAC, Guwahati

Two Experts in Education nominated by Chairman, NIOS

- i) Prof. Krishan K. Bora, 8th East By-lane, RG, Baruah Road, Guwahati - *Presiding Member*
- ii) Ms. Tillottama Barooah, Shailendra Bhawan, Baruah Lane, CNG Road, Silpukhuri, Guwahati - 3 - *Member*

Directors of State Open Schools in the Region or their nominees

- i) There is no State Open School established so far in Guwahati Region

One nominee of the Education Secretary of every State in the Region

- i) Nominee of Education Secretary, Assam - *Ex. Officio Member*
- ii) One Nominee each of Education Secretary, Negaland, Arunachal Pradesh, Manipur, Meghalaya, Mizoram & Tripura States - *Ex. Officio Member*

One Faculty Member of the Regional Centre, NIOS

- i) To be nominated by Head, Regional Centre, Guwahta

Head, Regional Centre, NIOS

- i) Head Regional Centre, Guwahati (Assam) - *Member Covnener*

III.9 RCAC, Patna

Two Experts in Education nominated by Chairman, NIOS

- i) Prof. Shailendra Kumar Srivastava, Retd. Professor (Physics) Bihar University, Nargada, Danapur Cantt., Shiwala Road, Patna - 801503 - *Presiding Member*
- ii) Prof. Shaileshwar Sati Prasad, Ex-Professor & Head (Deptt. of English), Patna University F.No. 1, Maitri Shanti Bhawan, B.M. Das Road, Patna - 800004 - *Member*

Directors of State Open Schools in the Region or their nominees

So far no SOS is there in the Patna Region. Nomination may be invited if any State Open School comes up in Bihar and Jharkhand.

One nominee of the Education Secretary of every State in the Region

- i) Nominee of Education Secretary, Bihar - *Ex. Officio Member*
- ii) Nominee of Education Secretary, Jharkhand - *Ex. Officio*

One faculty member of the Regional Centre, NIOS

- i) One Faculty Member to be nominated by the Head, Regional Centre, Patna - *Faculty Member*

Head, Regional Centre, NIOS

- i) Head Regional Centre, Patna - *Member Covnener*

III.10 RCAC, Delhi

Two Experts in Education nominated by Chairman, NIOS

- i) Prof. D.C. Pant, Former PVC IGNOU, A-45, Regency Park - I, DLF Phase-IV, Gurgaon - 122002 - *Presiding Member*
- ii) Dr. B.B. Khanna, Director, School of Management, Indira Gandhi National Open University, New Delhi - *Member*

Directors of State Open Schools in the Region or their nominees

- i) Director/Nominee of State Open School, Delhi
- *Ex-Officio Member*

One nominee of the Education Secretary of every State in the Region

- i) Nominee of Education Secretary, NCT of Delhi
- *Ex. Officio Member*
- ii) Nominee of Education Secretary, Uttaranchal

One Faculty Member of the Regional Centre, NIOS

- i) Mrs. Neelam Sinha, Joint Director (Acad.) & Regional Head, (Zone-II), A24/25, Institutional Area, Sector-62, Distt. Gautam Budh Nagar, Noida - *Member Convenor*

Head, Regional Centre, NIOS

- i) Shri S.K. Misra, Head, Regional Centre, A-38, Kailash Colony, New Delhi - 110048, Delhi (Zone-I) - *Member Convener*

Functions of RCACs

- (i) Formulation/consideration of the Perspective Plan and academic programmes of the Regional Centre keeping in view the role and functions of the Centre.
- (ii) Monitoring of implementation of research, development, training, extension and programmes of the Regional Centre.
- (iii) To consider and give advice on matters referred to it by the Chairman, NIOS.
- (iv) Any other task related to role and functions of the Regional Centre.

IV. Research Advisory Committee (RAC)

Name of the Member	Official Address	
Sh. M.C. Pant	Chairman, NIOS	Chairman
All Heads of Departments of NIOS		Members
Prof. S.Z. Haider	Ex Joint Director PSSCIVE 131 M.P. Nagar, Zone-II Bhopal – 462011, Madhya Pradesh	Member
Prof. K.K. Vashishtha	Head Department of Elementary Education, NCERT, Sri Aurobindo Marg, New Delhi – 110 016	Member
Prof. Lokesh Kaul	Professor, Emeritus A-2, Averest Housing Complex Summer Hills Shimla-171 005	Member
Prof. Sohanvir S. Chaudhary	Director School of Education IGNOU, Maidan Garhi, New Delhi – 110 068	Member
Prof. Mohd. Miyan	Dean Faculty of Education Jamia Millia Islamia New Delhi – 110 025	Member
Prof. S.Y. Shah	Director Directorate of Adult & Continuing Education, Jawahar Lal Nehru University New Delhi – 110 067	Member
Dr. Arun Mehta	Fellow and Head Operational Research System Management (ORSM) NIEPA, Sri Aurobindo Marg New Delhi – 110 016	Member
Dr. (Mrs.) T. Geetha	Reader Central Institute of Education Delhi University, 33, Chhatra Marg, Delhi – 110 007	Member
Dr. (Mrs.) Amulya Khurana	Professor Department of Humanities and Social Science, Associate IIT Delhi Hauz Khas, New Delhi – 110 016	Member
Prof. K.R. Chandrasekaran	Director, Academic Department, NIOS	Convenor

Functions :

- (i) To formulate/suggest the thrust areas for research projects.
- (ii) To consider the research proposals from outside institutions/organizations for grant-in-aid and give its recommendations.

- (iii) To consider the research projects formulated by internal faculty members of NIOS.
- (iv) To recommend framing out research projects to outside institutions/ organizations as per need.
- (v) To monitor implementation of the research projects sanctioned by NIOS.
- (vi) To evaluate the outcomes/end products of the research projects sanctioned by NIOS.
- (vii) Any other task assigned by Chairman, NIOS to the Research Advisory Committee.

V. Open Schooling State Coordination Committees (OSSCCs)

Constitution

- State Education Secretary/any officer upto the level of J.S. to be nominated by E.S. : Chairperson
- Chairman NIOS/his nominee : Member
- One Representative from MHRD : Member
- State Director of School Education/Secondary Education : Member
- Chairman Board of Secondary Education or his nominee : Member
- Director SCERT : Member
- Incharge Vocational Education in the State : Member
- Director, State Open School (SOS) : Member
- Regional Director KVS or his representative : Member
- Regional Director NVS or his representative : Member
- Principal, DIET (One) : Member
- District Education Officer (One) : Member
- Regional Director, NIOS : Member-Secretary

Functions :

- (i) Identification of educational needs of the State in Open Schooling.
- (ii) Identification of educational needs requiring inputs from NIOS.
- (iii) Follow up action to meet the educational needs.
- (iv) Coordination and clearing house functions; and dissemination of information related to responses to educational challenges.

The OSSCC may meet as per need. The expenditure on convening the meetings of OSSCC may be met by the concerned Regional Centre of NIOS.